

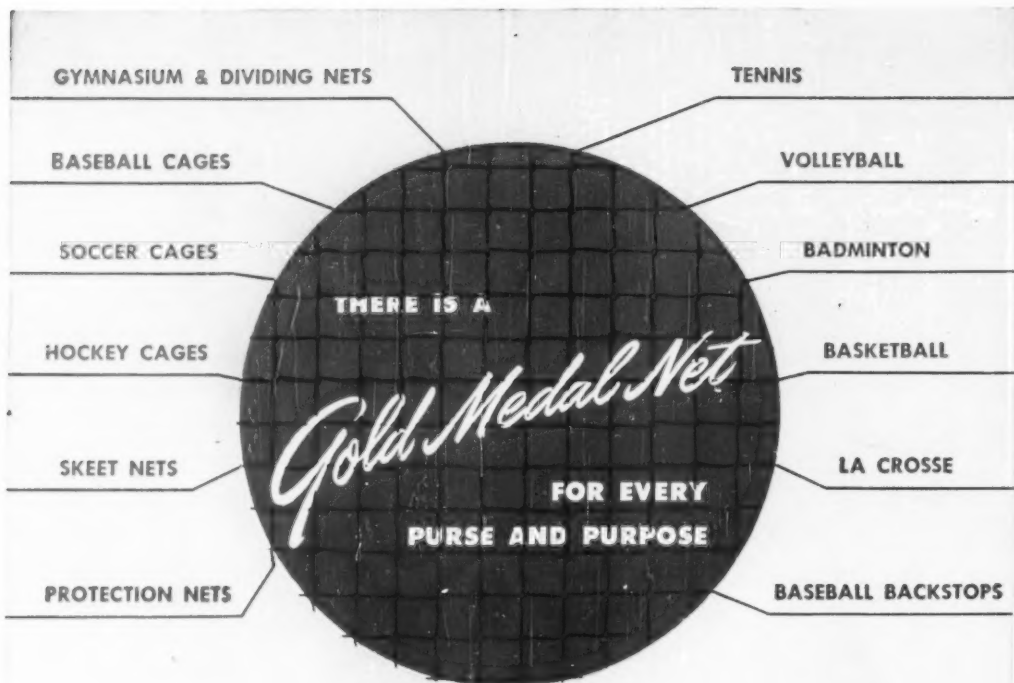
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SEPTEMBER 1980 • \$3.00



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Was Foster's Unhindered?  
Cracking the 4-3 Defense  
The Art of Place Kicking



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# SCHOLASTIC COACH

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VOLUME 20 • NUMBER 1 • SEPTEMBER

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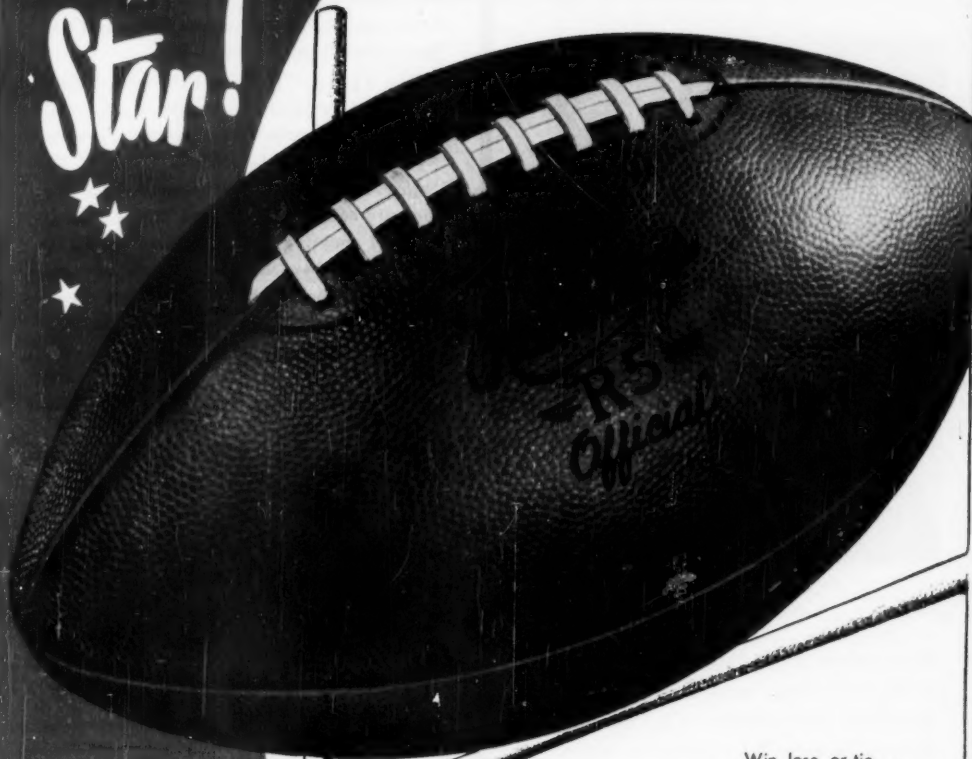
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*Wes Fesler*

HEAD FOOTBALL COACH,  
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Now a better remedy for Athlete's Foot is here—NP-27, a product of The Norwich Pharmacal Company's research laboratories.

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Next, athletic coaches and trainers tested it. Now they are equally enthusiastic. "Lefty" James, Cornell's great football coach, says: "Of all the antiseptics we have used, NP-27 is the most successful as a preventive and cure for Athlete's Foot." Hugh Burns, head trainer of Notre Dame, says: "Since we have begun using NP-27, we have considered no other fungicidal antiseptic. It is most effective." Many other famous coaches and trainers make similar statements.

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## NP-27



# Kicking the American football

**O**FFHAND you would think that a kicker without any toes would be about as useful around a football field as a tackle who refuses to lift his hand in malice. Yet one of the greatest place kickers of our time owns only one toe on his booting foot!

We refer to Ben Agajanian, the pro "Toe" of Los Angeles Dons and N. Y. Giants fame. Since losing four of his toes in an elevator shaft back in his college days, Ben has been a one-toed kicker. But this hasn't prevented him from turning in a full foot's work. Thanks to a specially built, square-toed shoe, his foot has never lost its touch.

We caught up with Ben at the Horace Mann School in New York, where he assisted Charlie Avedisian last fall at odd moments when he wasn't booting leather for the Giants.

A big, trim guy with the aquiline nose and piercing eyes of an Arabian shiek, Ben was quite happy to expose his kicking form to our magic-eye camera. So if you want to see what place-kicking form really looks like, just turn to the pictures on pages 12-13.

Although Ben owns a carload of records—he once went through four straight seasons without miffing a conversion—the kick he recalls most vividly was one that . . . but let's start from the beginning.

In 1946, *Life* Magazine decided to do a picture story on the Cleveland Browns. They picked a game against the Los Angeles Dons to do their shooting. The Dons promptly loused up the feature by winning, 17-16.

The following year *Life* gave it another try, and again the Dons won, 13-10, with Agajanian tallying seven points on a 47-yard field goal, a 19-yarder, and a conversion.

The feature was spoiled again, but *Life* became interested in Ben. And when Ben converted five out of five against Baltimore and tacked on a 53-yard field goal for good

measure, *Life* started panting. They now decided to do a story on him. So they dragged their cameras out to Los Angeles for the Dons' return match with the Colts.

Agajanian thumbed his toe at the hoodoo, converting eight extra points out of as many chances. But the meticulous *Life* wasn't satisfied with the shots, and decided to try again when the Dons hooked up with San Francisco.

The '49'ers proved most uncooperative, belting the Dons all over the lot. They were winning comfortably, 26-10, when Los Angeles scored on the last play of the game.

Now at this stage of the season, Ben had seven field goals and an unbroken skein of 31 conversions. In fact, he hadn't missed in four years.

The teams lined up for the extra point and the cameras started grinding. The '49'ers, getting into the spirit of the thing, offered only token resistance. After all, it didn't make much difference whether they won 26-16 or 26-17. It was the easiest chance Agajanian ever had.

He missed.

## SLAUGHTER ON THE GRIDIRON

**T**HOSE watchdogs of the proletariat, the Soviet Union, struck another blow for the masses the past summer when they gave the world the real lowdown on American football.

Some Muscovite Bill Stern reported over the radio that American football is so "murderous" that players in Ann Arbor, Mich., "are often carried from the football field straight to the cemetery." The aim, it seems, is to stir up the "bestial instincts" in American youths and get them ready for the new world war "about which the Wall Street bosses are dreaming."

Darn that Bennie Oosterbaan. He is the coach at "Ann Arbor, Mich.," and must assume the responsibility

for the leak. Now the whole world knows our terrible secret.

To prevent any more disastrous publicity on the state of our fall pastime, we offer the following three-point program:

1. Don't carry your dead players straight to the cemetery. Smuggle 'em out in the dead of night.
2. Stop stirring up your players' bestial instincts. Pat 'em on the head once in a while, warn them against biting in pile-ups, and feed 'em zwieback instead of raw meat.
3. Keep all decadent Wall Street bosses out of the dressing room.

## THE OLD FIGHT IN BASEBALL

**B**EING unduly exposed to the electric-charged atmosphere in which that dandy little manager, Leo Durocher, operates, we've been inundated with newspaper stories on the importance of "fight," "aggressiveness," "hustle," and "will to win" in baseball.

"Nice guys don't win," vouchsafes the dandy little manager. "You have to be tough and aggressive." And he'll brandish Eddie Stanky as his No. 1 exhibit. "Eddie can't hit, run, field, or throw, but he's a winning ball player."

Personally, we've always thought that the importance of aggressiveness is exaggerated. After all, can a player biff a ball over the wall by aggressiveness—or power? Can he beat out a hit by aggressiveness—or speed? Can he make an impossible catch by aggressiveness—or fielding talent?

Insofar as Brother Stanky is concerned, his talents have been greatly distorted. The record books clearly prove that Stanky can hit, can field, and can throw. We believe that Eddie gets by 95% on his actual ability and 5% on his highly publicized "aggressiveness."

When Ethan Allen, the ex-big leaguer now coaching at Yale,

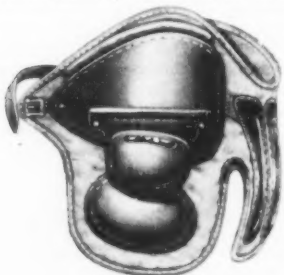
(Continued on page 86)

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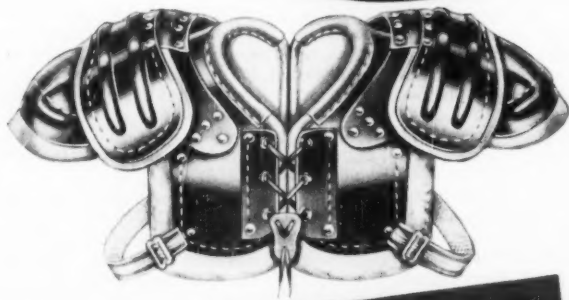
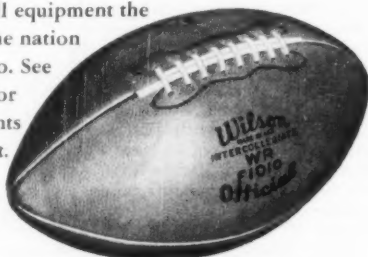
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By FRANK WIECHEC

Trainer, Philadelphia Phillies  
and Philadelphia Eagles

## Supportive and Protective Aids

**S**INCE all hard supports, braces, and pads are taboo in football, the coach or trainer is hard put to provide support and protection to injured joints and muscles. He must do the best he can with tape, gauze, elastic bandages, and padding of foam rubber or felt.

It is surprising how much support and confidence these bandages can provide. Some examples may be cited to show the role proper bandaging may play in the success of a team.

Baseball for years was more or less scornful of bandaging. It was felt that since bandages were binding and interfered with movement, it would be better to rest the player and have him come back slowly (often a matter of weeks) than to risk the danger of reinjury.

But times have changed. Late in May this season, the Phillies were sailing smoothly along in first place. Then misfortune hit. Granny Ham-

ner strained his back and could hardly bend over. Del Ennis, in trying to beat out a hit, pulled a leg muscle so badly that he fell to the ground and had to be carried off the field. Eddie Waitkus sprained both joints of the middle finger of his glove hand so that he could not catch a ball.

In each case it was predicted that the athlete would be out of action for a long time. However, with proper treatment and the judicious use of adhesive, gauze, and padding, Hamner didn't miss a day, Waitkus lost only three days, and Ennis missed but five days.

While Waitkus and Ennis were out, the team fell from first to third. In each instance, strapping and bandaging were applied for three weeks after the onset of injury. This kept them in the lineup and gradually helped restore their team to the league lead.

The import of this incident is

plain—with proper bandaging, an injured baseball player can meet all the demands imposed upon him. He is assured of complete freedom of movement, precise timing, and ability to start quickly.

Basketball is another sport where complete freedom of action is vital. Such common injuries as ankle and knee sprains, "stoved-in" fingers, and even chronically dislocated shoulders have been strapped successfully without interfering with the performance of the players.

Football can be aided even more because it doesn't call for such fine movements and more parts can be bandaged without interfering too much with performance.

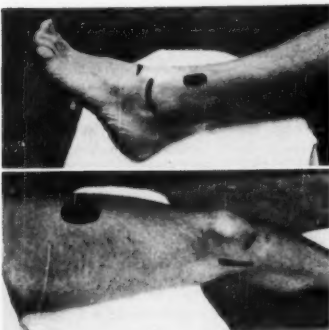
Only a thorough knowledge of the effects of these pads and bandages, coupled with scientific training in their application, will provide the coach with an aid that will keep his team at maximum strength throughout the season.

**Regular adhesive tape** comes in either a white or flesh color, the tint having no value other than to disguise the bandage. The tape is cut in various sizes, usually in one-inch, one-and-a-half, and two-inch rolls.

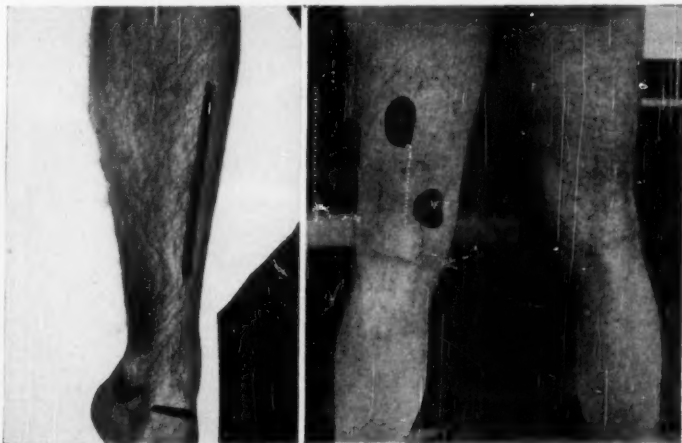
The two-inch size is best for strapping large parts of the body such as the ribs, back, and thighs. The one-and-a-half inch size is most effective for strapping joints such as the ankle, knee, and shoulder; while one-inch strips are usually used to secure pads, tape small areas such as fingers, foot, and hand, and to furnish extra strength in a joint strapping.

A number of companies which manufacture this type of adhesive  
(Continued on page 64)

Top, sprain of external lateral ligament, most frequently sprained in running; Below, location of charleyhorse injury, often found in football and contact sports; sprain of internal lateral ligament and tear of cruciate ligaments of knee, most frequently injured ligament in football knee injuries, the tearing of which leads to more serious knee involvements (cartilage injuries and operations).

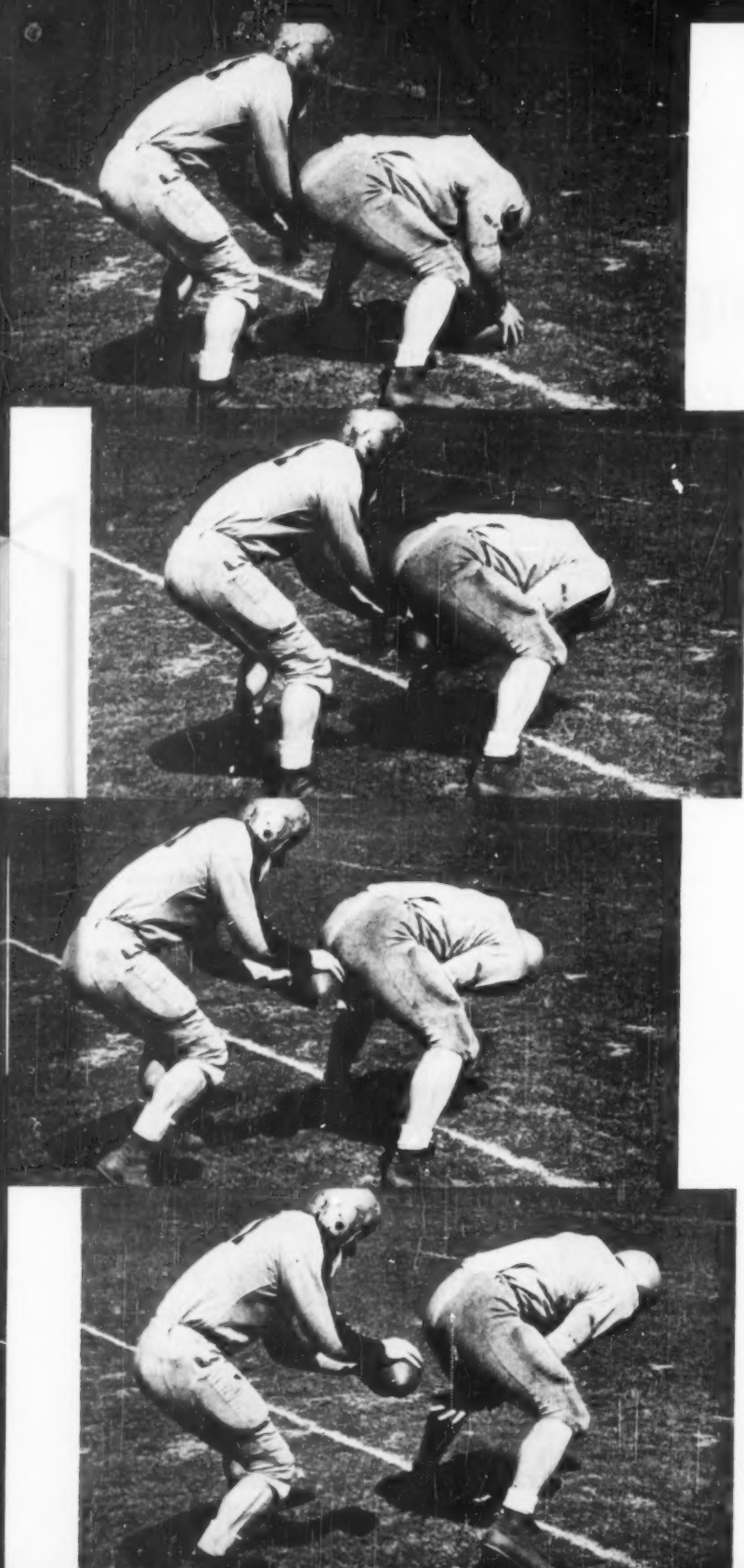


Commonly injured areas: Left, location of shin splints; sprain of internal lateral ligament (under ankle bone), a frequent basketball injury; and sprain of anterior ligaments, kicking ligaments in football and soccer. Right, location of muscular tears on hamstrings, often found at start of season when legs are not yet in shape.





# Ohio



**A**T OHIO STATE we have attempted to develop an offense based upon deception and power, and incorporating the principle of showing the ball up to an extreme point and then abruptly shifting the point of attack. To do this effectively, we have had to coordinate our linemen's faking with that of the backs.

The blending of these elements is manifest in the accompanying play series from our unbalanced T.

**Diag. 1**, an end sweep, shows the coordinated faking of No. 4 and No. 8, our pulling tackle.

The quarterback, No. 1, spins out and hands off to No. 2, who swings wide around end.

No. 4 throws a screen block on E, while No. 8 pulls close to line as if to block E out; then, at last moment, buckets around E and takes DFB.

No. 3 swings wide and blocks LHB, while No. 5 goes down for RHB.

No. 10 goes through and peels back for any drifter.

No. 9 is through on S.

**Diag. 2** is a power off-tackle play.

No. 1 spins out and hands off to No. 2, who starts out as if to skirt end. At point of hole, he cuts sharply upfield.

No. 3 and C go through hole shoulder to shoulder, and power out anybody in hole, whether it is DT or DFB.

No. 4 throws outside screen block on DE, while No. 8 hits him out.

**CENTER PASS:** In this version of the T pass (Columbia U.), the ball is delivered flatly to the quarterback with the ends parallel to the ground. It is felt that this type of delivery puts the ball into the quarter's hands in the best possible position either to hand off or forward pass. Note that both the center and the quarter line up with the right foot back and that the center charges as soon as the ball is released.

# State's Unbalanced T

By **WES FESLER**, Head Coach, Ohio State University

**Diag. 3**, a jump pass, looks exactly like the power off-tackle play up to an extreme point, from where a jump pass is thrown. The only difference in the play construction is that No. 10 blocks the DRT. Great care should be taken to see that the pass is thrown *before* the center passes the line of scrimmage.

**Diag. 4** outlines a fake hand-off to No. 2 and a keep by No. 1 inside tackle. The slowness with which this play develops enhances its effectiveness against tackles who are not too aggressive in crossing the line of scrimmage.

Nos. 2 and 3 fake as if to skirt end, while No. 4 goes out as if to throw outside screen block on E. At last moment, he throws inside screen block.

No. 6 fakes block at T, then takes DC.

Nos. 8 and 7 post and power DG playing in front of No. 8.

No. 5 pulls and takes DFB.

No. 1 rolls out, fakes hand-off to No. 2, and keeps inside tackle.

**Diag. 5** illustrates a naked reverse that has worked effectively against a following end. This is another delayed play that develops at an extreme point and thus sets up good blocking angles.

No. 1 hands off to No. 2, then turns to block RE if he follows play.

No. 4 takes three steps as if to block LE, then pivots and swings behind No. 2 for backward pass and run around end.

No. 5 goes through and comes up behind RE. If latter does not follow play, he blocks him.

No. 10 delays, then goes through into position to block first backer-up to show on his side.

C blocks for count of two, then slides out into flat to block RHB. No. 9 delays, then goes to position where he can block S.

No. 8 blocks for two counts and then slides into flat to help with S.

No. 6 fakes block on LE and then goes downfield for LHB.

**Diag. 6**, a pass play, is a take-off from the sweep series. Its success depends a lot upon the faking and blocking of Nos. 2 and 3.

No. 1 fakes to No. 2, who accepts fake to a point behind No. 6. At this juncture, he changes course and throws a long body block into LE.

No. 1 sets up to pass to No. 6 or No. 4.

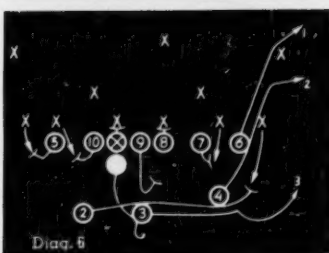
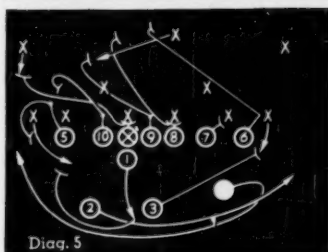
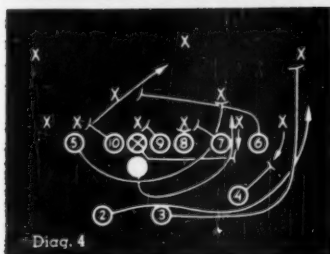
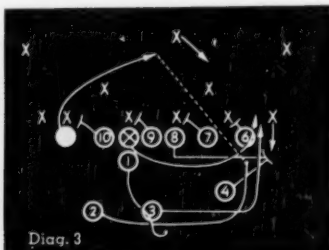
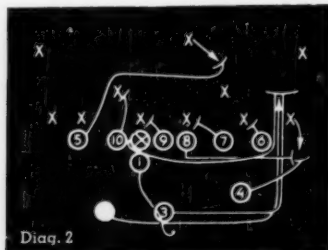
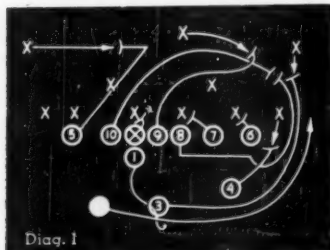
No. 3 goes for E and then buckets to depth of about seven yards, becoming outlet receiver.

No. 4 fakes at E and slides into flat.

No. 6 goes for LHB, taking course which S cannot cover.

No. 9 drops back to become safety protector.

(Continued on page 58)



# Cracking the 8-3 Defense

By Robert C. MacKenzie, UNIVERSITY OF SAN FRANCISCO

**C**OACHES searching for protection against the T are beginning to explore the possibilities of the 8-3 defense. This traditional goal-line deployment, when refurbished with modern innovations, offers a puissant antidote to the T.

It is now being used in one of two ways—as a basic defense or, more frequently, in conjunction with the 6-2-3 and the 5-3-3. In either case, it is proving highly effective against all offenses not specifically equipped to meet it.

If your T has been having trouble with the 8-3, you will be interested in learning how to cope with it. The first step is an analysis of the basic principles upon which it operates.

Patently, the heavily loaded eight-man line is the warp and woof of the 8-3. It not only concentrates great strength against inside thrusts, but at the same time affords vital protection against sweeps and pitch-outs—thanks to its unusual lateral extension.

Advocates of the 8-3 allege that the ends or plugging linebackers who normally take wide responsibility, can protect the outside more effectively because of the fact that the greater tackle-to-tackle concen-

tration enables them to check off the faking back and devote themselves more to the disruption of efforts to turn the ends or throw to the flat.

Against the aerial game, the 8-3 relies upon the terrific pressure it can exert upon the passer. The hard, concerted rushing which this defense permits reduces the passer's time so seriously and requires so much additional protection from blockers who might otherwise serve as receivers and decoys, that the three-man secondary affords adequate coverage.

Most of the teams which employ the 8-3 endeavor to jam receivers, particularly the offensive ends. For coverage of the flats, the 8-3 depends on dropping defensive ends or pulling the plugging linebackers. At times, the defense may alternately drop ends and pull plugmen in various combinations for the purpose of confusing offensive blocking assignments.

The 8-3 proponents also claim certain psychological advantages. They assert that it confronts the of-

fense with unusual problems of adjustment, upsets timing, is disconcerting to passers and receivers, and, most importantly, brings more defensive players into position to charge the offensive formation.

All these things are disturbing to the men who are endeavoring to advance the ball. The massed forward rank appears impregnable to plunges and running plays from tackle to tackle, especially when the defense is either "pinching" or playing it tight.

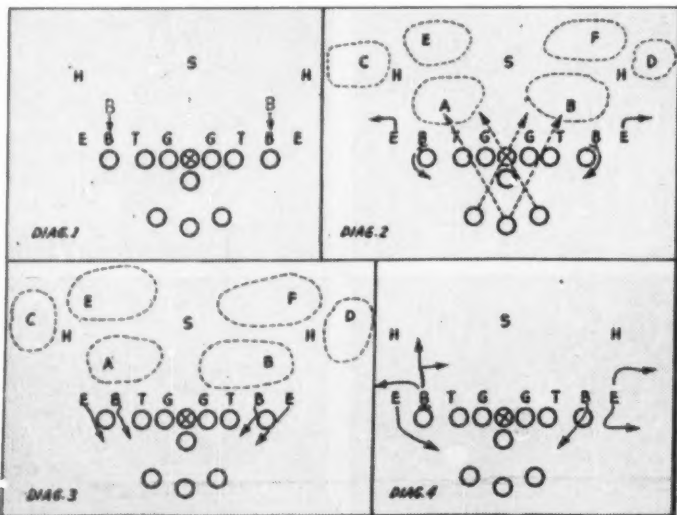
Confronted with such a situation, some teams elect to go wide or take to the air. But the eight-man line is harder to circle than it looks, while the pressure it brings to bear upon the passer tends to limit the aerial attack to quick throws which must be gotten off hurriedly—or to prayerful high-trajectory passes.

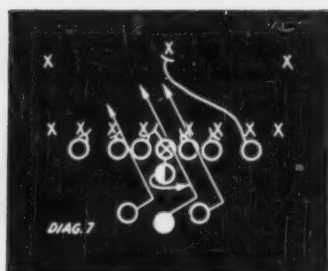
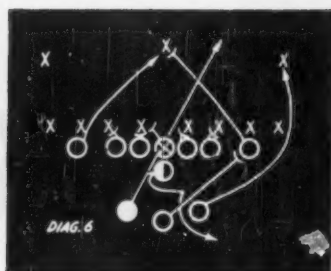
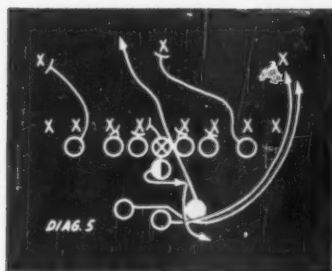
When an offensive team has taken a few losses in attempting to go wide and has had its passer smothered a couple of times, it is forced to run inside where the defense is concentrated. If repulses continue, offensive confidence evaporates, dash and poise are lost, and morale drops alarmingly.

The preceding paragraphs state the case for the 8-3. Now for its points of vulnerability. Not the least of these is the fact that once an opposing ball-carrier gets past the line, his chances of going all the way are far better than against most other defenses. An eight-man line may be extremely stubborn in resisting penetration, but when it is pierced, it often yields touchdowns instead of first-downs.

Moreover, the use of flankers and motion may force the 8-3 to modify its concentration of strength, or compel it to adopt some other deployment in order to achieve adequate coverage.

Also unfavorably regarded by some critics is the fact that much of the responsibility for protecting against flat passes devolves upon ends or plugging linebackers. Since any misplay by one of these men can prove extremely dangerous and





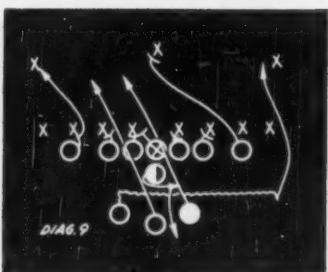
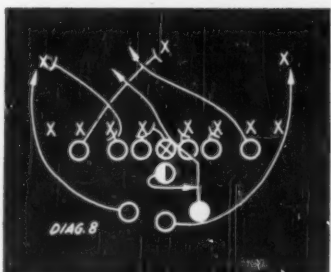
costly, the 8-3 requires better than average defenders on its flanks.

In like manner, it would appear that the three deep defenders must also be outstanding. Not only must they be able to protect large amounts of territory against both long and short passes, but they must be expert diagnosticians and exceptionally good open-field tacklers, as well.

Then, too, some coaches contend that the vaunted pressure which the 8-3 is supposed to put upon the passer, is greatly overrated. The effectiveness of rushing the passer, they claim, does not increase progressively and in exact ratio to the number of defenders added to the forward wall. There is a saturation point or overconcentration, which produces a congestion that tends to defeat the initial purpose.

This view seems to be borne out by the fact that most well-designed patterns of blocking for the passer can be adjusted to give the necessarily increased protection and still permit the sending out of two receivers and, on occasion, a delayed third man.

After the coaching staff has thor-



Plays designed to pierce the middle of an eight-man line.

oughly weighed the above considerations and thought through the problem of overcoming the 8-3, the next step is the preparation of effective offensive measures.

Before specific plays are charted, the players must be thoroughly familiarized with the different variations of the 8-3 and with the most promising means of operating against them.

A large set of charts can be drawn for this purpose and will prove most helpful during chalk-talks. Afterward, they can be posted in dressing quarters as reminders to the squad. **Diags. 1-4** offer some suggested designs for these charts or cards.

**Diag. 1**, the 8-3 played straight, should be regarded as a 6-2-3 with both linebackers plugging between end and tackle spots, with ends wide and loose.

To run against it, use:

- (a) Plays which split their guards.
- (b) Plays on which offensive ends handle linebackers.

(c) Plays which combine end-on-tackle blocking with offensive tackle pulling on opposing linebacker.

For passing:

(a) Widen ends slightly if defense is jamming them.

(b) Increase protection for passer; hold in off-side end.

(c) Throw quick ones; pass to trailers.

**Diag. 2**, the 8-3 with line loose and secondary moderately spread.

(Backers plug and jam ends, ends protect outside and drop off to cover flat or pick up delayed receivers.)

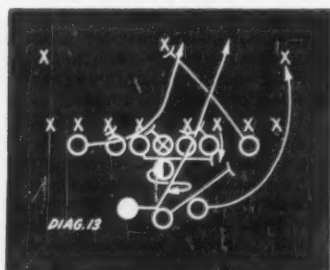
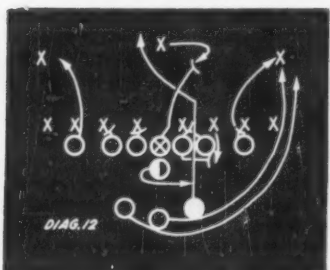
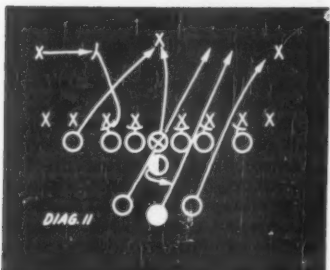
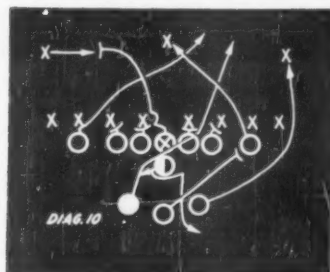
Against it, use:

(a) Quick-hitting plays between guards, if defensive line charge is normal; between guard and tackle, if defense converges in its zone.

(b) Bend-in or buttonhook passes to ends in Zones A and B. (Ends must fight free of jam tactics—widen at start, shoulder jam-man, and go.)

(c) Hook-and-go passes to ends in Zones C, D, E, and F.

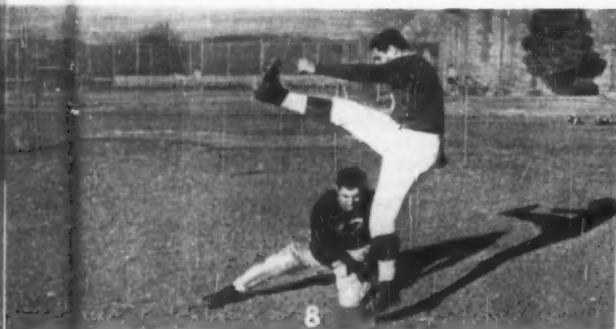
(Continued on page 44)



Thrusts between the guard and tackle spots of an eight.



# PLACE KICKING



**J**UST as an apple a day will keep the doctor away, so will an hour of place kicking a day help keep defeat away. There is nothing very profound about this truism. Everybody knows that the premium on good place kicking is going up all the time.

Yet coaches persist in neglecting the art. Though hundreds of games are lost through missed kicks or lack of confidence in trying for field goals outside the 20-yard line, most coaches continue to disregard the practice of field-goal kicking, kicking off, and extra-point kicking.

For an enlightened outlook on the importance of place kicking, the high school coach is referred to such famous mentors as Steve Owen and Red Blaik. Both these great coaches persist in kicking off whenever they win the toss. Their theory is to kick

deep and then pin the opponents in their territory while playing for a fumble or a short punt return.

The records of these two coaches prove the validity of this theory. Ward Cuff, Ken Strong, and now Ben Agajanian have won many contests for Steve Owen via the place kick; while the Army teams have gotten away to many a flying start by kicking off deep to the enemy and then capitalizing on a break.

The mechanics of the various place kicks are neither complicated nor difficult. With constant practice, they may be mastered by any boy with some aptitude for the art.

In the analyses that follow, the reader is advised to keep referring to the pictures. Posed especially by the great Agajanian, they superbly demonstrate all the rudiments of the art.

**Point after touchdown.** The kicker assumes a semi-crouched position not more than a yard and a half back of the holder. The eyes are trained on the kicking spot, and the head is kept down during the entire action—approach, contact, and follow through.

Most specialists line up with the right leg forward and start toward the ball with the same foot. To assure good body balance and muscular control, the legs should be kept no wider apart than the shoulders, with the left foot behind the right heel.

A two-step kick insures speed and perfect timing. The left leg is planted six inches from the ball, and the right leg completes the arc in one smooth motion. The ball is met about 5 to 5½ inches below the mid-point. (Longer kicks are met in the middle.)



## By CHARLES T. AVEDISIAN

Horace Mann School, New York City

### Demonstrated by BEN AGAJANIAN

Professional Football Kicking Specialist

The famous "Toe" illustrates the niceties of the place kick, with the author, a former All-Pro guard, doing the holding. From a semi-crouched stance with the kicking foot forward (1), Ben takes a short step with the right foot (2), then a regular stride with the left (3). The foot is planted about six inches from the ball (4), and contact is established about 5 to 5½ in. below the mid-point (6), with the leg following through naturally (8).



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The kick is not a hopping or herky-jerky action, but a free-swinging, rhythmical movement. The beginner is particularly disposed to hop and skip through his place kicks. This ruins his coordination, making for a longer stride and reducing the speed and power of the follow through. The boy should be taught to *run* through the entire kick.

Since any long stride or wide approach produces a loss of power, the steps in the approach are short. Groza and Agajanian always approach the ball in exactly the same fashion. This assures a uniform approach and pin-point accuracy. High school boys can perfect their approach by practicing it every day,

until they are certain of the exact distance and speed of the steps.

**Field goals.** The field-goal kick is complicated by such problems as hard-charging opponents, the need for distance, and changes in wind velocity.

First, the kicker should line up seven yards back, directly behind the center. This places him in the pocket where the protection is the greatest. The right leg is placed on an imaginary line running down the field and bisecting the middle of the goal post.

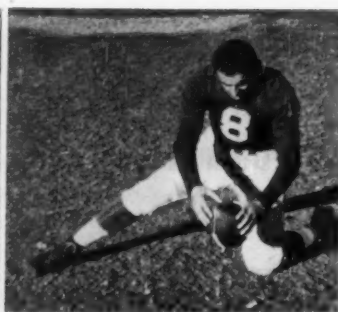
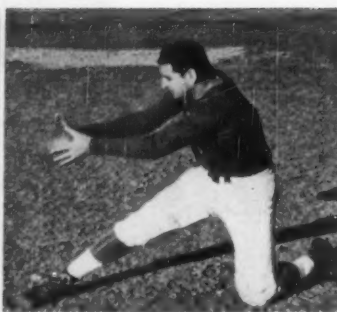
The kicker should never line up before the rest of his team sets. He must wait until he knows exactly where they will be. Otherwise he may lose the advantage of their protection.

Against Baltimore in 1948, for example, Agajanian set himself at

a perfect angle for a field goal attempt from the 19-yard line. When his teammates arrived at the line of scrimmage, however, Ben found himself outside the pocket of blockers.

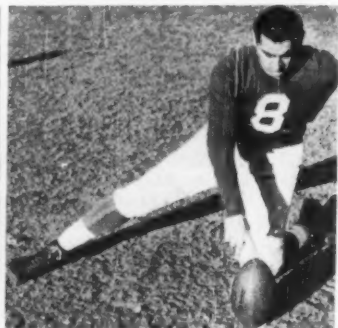
Since only 25 seconds remained, there was not enough time to check the play. So Ben yelled for a snap from the reluctant center. The kick hit a would-be blocker, turned crazily, but sailed over the goal post for the game-winning points. This was a luck boot, but it pointed out the lesson to line up with and not before the team.

We suggest always lining up the same distance away from the ball. This may not conform to the theory of many coaches who teach their boys to increase their distance when additional power is needed. But we believe that more consistency and



**PLACEMENT OF BALL:** Agajanian gets set by kneeling on the left knee, extending the right leg, and presenting a target with his hands. Upon receiving the ball he quickly

brings it down and plants it opposite the back knee with the laces away from the kicker. He props it with the right index finger, and then shoots his left arm behind his back.



**SPIN TECHNIQUE:** When the ball is received with the laces facing the kicker the holder does not waste time fingering it into position. He plants the ball and, while propping it with the finger, spins the laces away with a sharp slap with the left hand.

(Continued from page 13)

accuracy are obtained by approaching the ball from the same spot every time. Additional or different types of steps may throw off the boy's timing, rhythm, and coordination.

Insofar as the steps are concerned, they are the same as in the short kick (two-step approach).

Most blocked kicks are caused by the slowness of the kicker. Since the protectors cannot be expected to contain their men all day, "time is of the essence."

During your scrimmage sessions, I would suggest putting a stopwatch on your linemen and kickers. The theory underlying good kicking protection is two seconds or less for the kicker and a maximum of three seconds for linemen. But 75% of the responsibility rests on the kicker and the holder. How much time do they consume?

The follow through means a great deal to the kicker. He should put the toe into the ball hard, then elevate the leg and raise the head slightly with it, so that the thigh muscles lift the leg high and straight. This is similar to punting, where the ball leaves the foot and the head rises naturally with it.

The secret to power lies in the ability to utilize the follow through

(Concluded on page 82)

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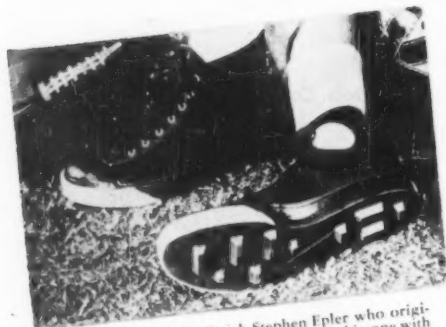
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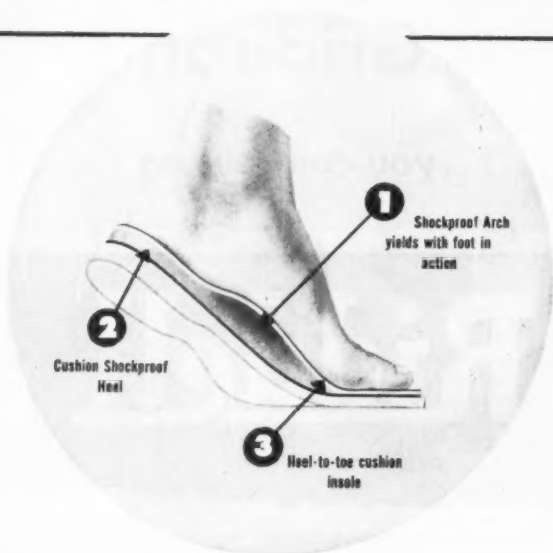
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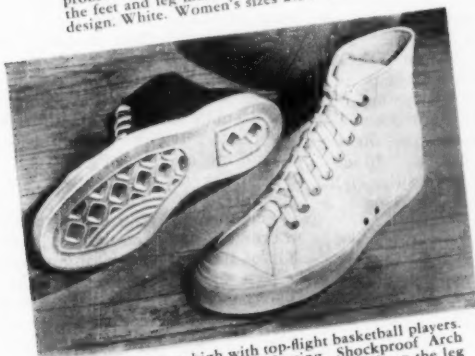
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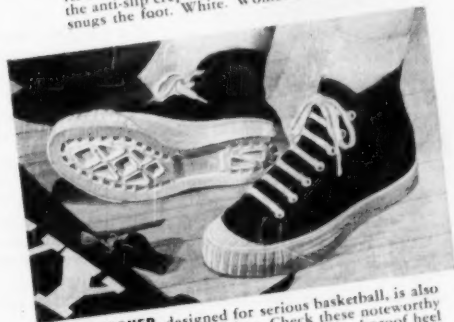
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## A FOOTBALL JAMBOREE



A NEW and spectacular way of creating interest in football fundamentals will be tried out this month in

Westchester County, N. Y. Sponsored jointly by the local Recreation Commission and the Football Officials Association, this Football Jamboree will pit the county's outstanding high school gridders against each other in a varied assortment of events based on common fundamentals.

You may well ask, "How do the officials fit into the picture? How can they benefit by it?" The answer is two-fold. First, the Jamboree will create good will and more cooperation between coaches and officials. And, second, it will make for better worked games—since the mastery of fundamentals and the smooth running of a game go hand in hand.

The setting of a good date posed the first problem. The Jamboree couldn't be scheduled too early or too late. It had to be timed just right. Since most of our schools start practice on September 1 and open the season on September 23, we finally settled on September 16. We felt that this gave the coaches ample time to work on fundamentals and provided just the right sort of tune-up for the opener a week thence.

The next problem was the matter of entries. After some deliberation, we decided to restrict entries to just one competitor an event from each school. This was necessitated by the large number of schools in our area—64 high schools and 24 private and parochial schools.

You could imagine our embarrassment if each of these schools had been permitted to enter more than one man in each event. We never would have been able to accommodate all of the entries.

After considerable thought and study, the committee set up the following events:

1. **Forward Passing**, for accuracy and distance. Each contestant will be given six throws at a target from distances of 10, 15, and 20 yards (two throws from each distance). In addition, there will be a throw for distance alone.

By **IRWIN KLEIN**

WESTCHESTER COUNTY RECREATION

**Punting**, for distance in flight and for distance with a roll. Since some coaches teach their punters to angle the ball on the fly, while others teach the end-over-end type, we decided to include competition in both.

**Place Kicking**. Inasmuch as most schools specialize in place kicking their extra points, we set up an accuracy test with each boy being given two tries from the 10, 20, and 30 yard lines.

**Drop Kicking**. To promote this almost forgotten art, we are setting up a similar contest for these specialists. (Accuracy test from the 10, 20, and 30 yard spots, with two kicks from each point.)

**Running**. For backs, there is an obstacle course consisting of tires and blocking bags placed in strategic positions calling for a great deal of broken-field running. Each contestant will be timed.

Also on the agenda are a race for speed, starting with the snap, and a four-man shuttle relay, in which the players will hand off footballs. (Handling and passing the ball on the run is a vital backfield fundamental.)

For linemen (guards and tackles), there will be a contest in pulling out of the line and running around a post for a distance of 20 yards. The ends and backs will compete in an end-around play and a pass-catching contest, while the centers will snap five times into a target.

No entry fee will be charged, and awards will be presented to the winners of each contest. Every school in the county having a football team will be given an opportunity to send contestants.

**O**NE of the greatest athletes in N.Y.U. history, Irwin (King Kong) Klein is now assistant supervisor of athletics for the Westchester County (N.Y.) Recreation Commission and an officer in both the football and basketball officials' associations.

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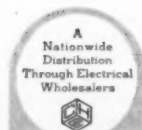
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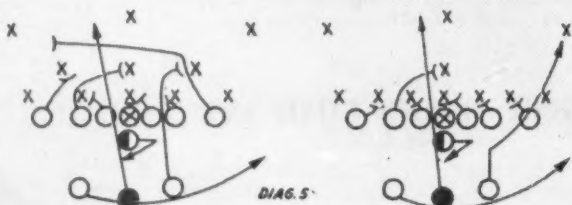
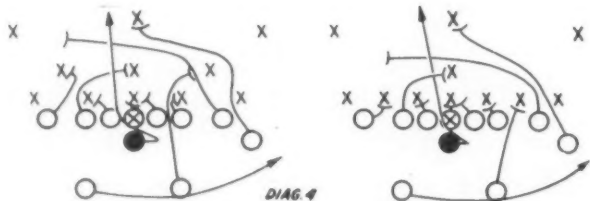
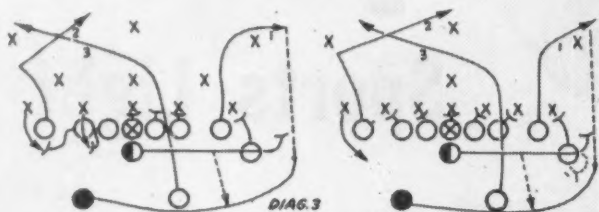
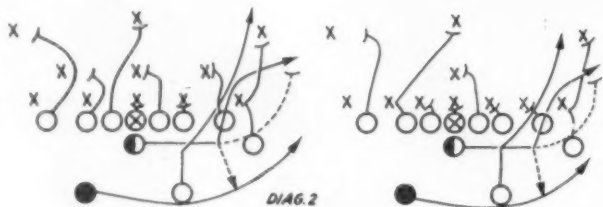
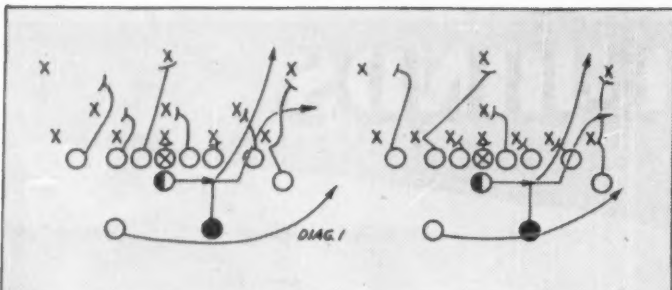
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## ADVANCED

# Flanked



**I**N ANSWER to the numerous inquiries evoked by my article on the Flanked Split T in the September 1949 *Scholastic Coach*, I have been invited to embroider the original discussion with a few additional "purls."

The majority of inquiries dealt with such questions as assignments against the 5- and 7-man lines, backfield footwork, the use of a man in motion, the feasibility of running the plays to the left, and the possibility of adding a reverse play.

Before answering these questions, I believe a brief review of the basic formation is in order. The Flanked Split T (sometimes called the Sliding T) is based on the thesis that modern football is becoming too complicated for coaches to effectively incorporate a maximum of plays.

The Flanked Split T replaces quantity with quality. The theory is that a minimum of basic plays thoroughly taught and which simultaneously pressure the defense at several points, is more effective than a mass of complex plays.

Although I originally recommended only ten plays, and though I believe that the offense could go pretty well with just four of them, I have yielded to the temptation to add a reverse because in reality the center buck with the fullback carrying over the middle is basically the same as the quarterback sneak and applies pressure to the same territory.

The addition of the reverse, when combined with the first two plays of the system (the dive tackle and the optional quarterback keep or pitch-out), produces a most deceptive pattern. The reverse is outlined in **Diag. 11.**

As you will recall, the guards in this system are split 6 to 12 inches

By JOHN E. AKER

Newman School, New Orleans, La.

# Split T

on either side of the center, the tackles are 18 to 24 inches from the guards, and the ends are 24 to 36 inches from the tackles, although this latter distance may vary.

Some coaches like to close up the spacing against 5- or 7-man lines. This doesn't make too much sense. Since the purpose of the split line is to spread the defense, why give up this advantage by tightening the line?

The quarter is up under the center, with the back of his hands applying pressure on the latter's rump. His thumbs are together to help control the ball, and at the snap he begins his sliding pattern parallel to the scrimmage line.

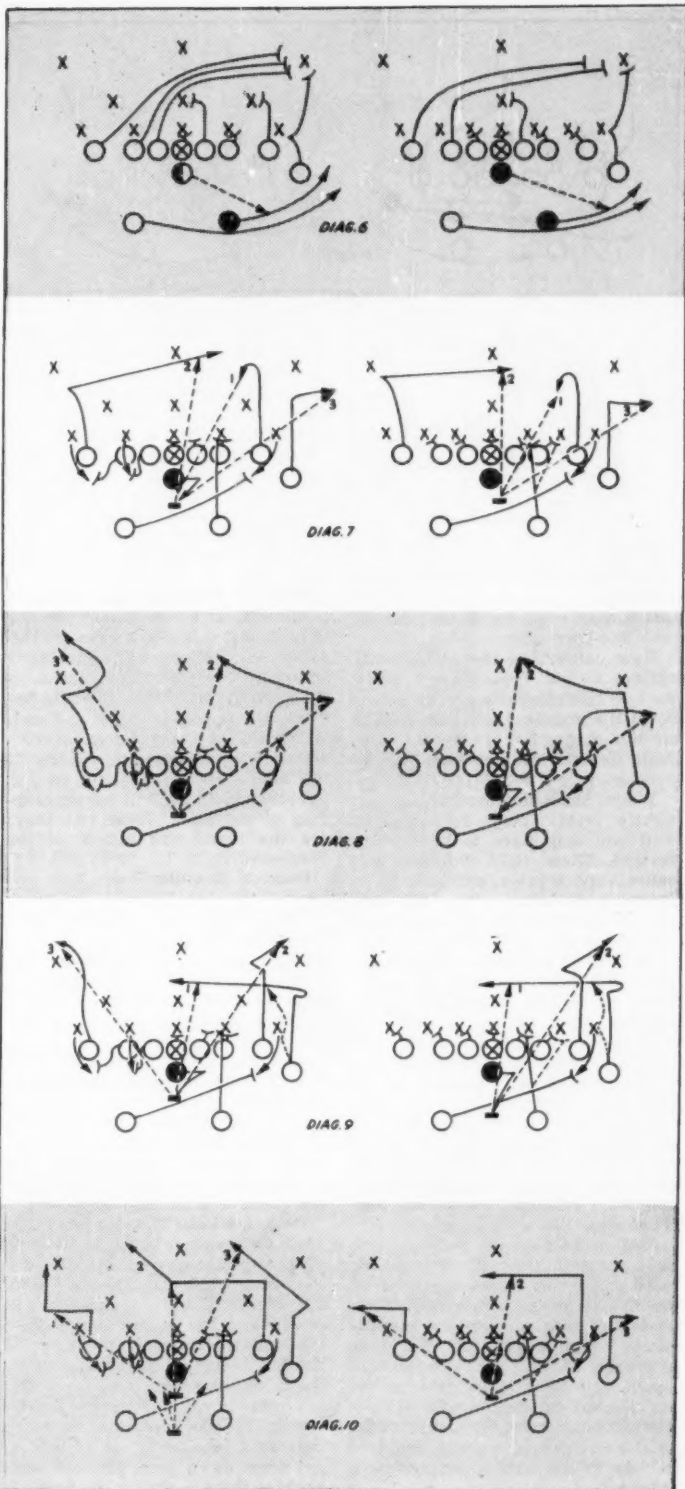
The quarter has the option of handing off to the halfback charging into the line, of faking to him and then pitching out to the half coming around, or of keeping the ball and cutting upfield if the end stays outside and leaves a gap. Then, too, he has several plays in which he may pass, as in a tight T.

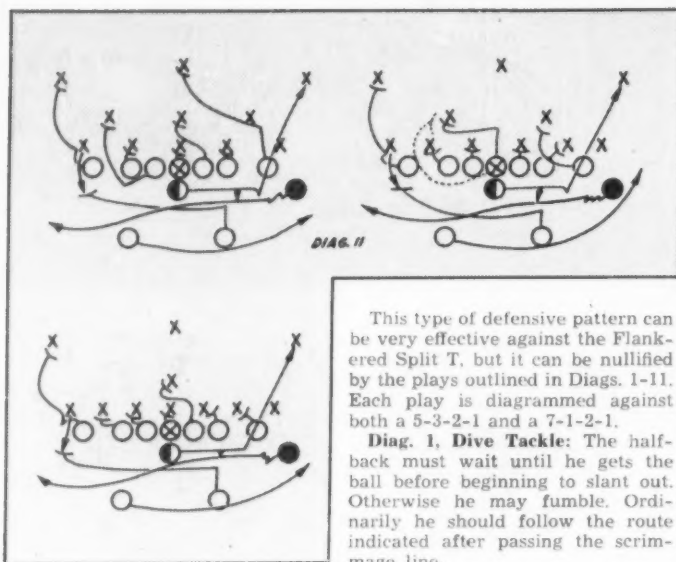
The flanker sets up about a yard outside and back of the defensive end, while the halfbacks line up directly behind the tackles. Each half assumes a sprinter's stance and takes off with the outside foot whenever charging straight ahead.

This type of start reduces the fumbling menace, since the inside leg will be back on the handoff and there will be less chance of this leg hitting the quarterback.

The hands form a pocket on the inside hip, and the quarter hands off as the halfback passes in front of him—and not as the quarter passes in front of the halfback. Several letters were concerned with this problem.

The assignments remain the same whether the plays are run to the left or to the right. The Flankered Split T is like other T patterns in





this respect since the flanker can be sent to either side.

Now, concerning the assignments against 5- and 7-man lines: Since the 7-2-2 is vulnerable against passes down the middle, I will concentrate on the diamond-7 (7-1-2-1), and shall likewise assume that the 5-man setup is a 5-3-2-1.

Where these defenses are set up tightly, certain plays do not go as well and may have to be slightly revised. These tight defenses will cause some trouble, particularly in jamming up inside passes, but they can be overcome by determination and intelligent quarterbacking.

As a brief example, consider the tight 5-3-2-1. The defense might have its tackles either hitting or holding, then sliding to meet the dive tackle to the inside or the outside. Or it might have the tackles actually crashing in to plug up the dive tackle hole.

Likewise, the middle lineman playing on the center's nose might be slashing to the side where the play goes, and the middle backer might be drifting to meet the play or varying this with plugging.

But, aside from the tackles' firmness in meeting thrusts at them, the most important duties are those of the outside backers. They split their ends and tackles, and are responsible for plugging up the hole through which the quarterback could run on a keep, just as the tackles and middle lineman are responsible, for any play to the inside.

The ends would then be required to box to the outside to prevent a pitchout.

This type of defensive pattern can be very effective against the Flanker Split T, but it can be nullified by the plays outlined in Diags. 1-11. Each play is diagrammed against both a 5-3-2-1 and a 7-1-2-1.

**Diag. 1, Dive Tackle:** The halfback must wait until he gets the ball before beginning to slant out. Otherwise he may fumble. Ordinarily he should follow the route indicated after passing the scrimmage line.

**Diag. 2, Pitchout:** This pitchout is optional as a companion play to Diag. 1. But it is also a good ground gain on its own. The quarter's option of a lateral to the half or a keep and drive through the hole between the opposing tackle and end, is determined by the defensive end's reaction to the inside or outside. If the offense gets the jump on the linebackers, there will be no clogging at the holes. These two plays are the bread and butter of the Flanker Split T.

**Diag. 3, Running Pass:** It is important for the halfback receiving the lateral to delay passing, if possible, until he gets around the turn and approaches the scrimmage line. This delay adds to the deception and gives the half the option of passing or running, depending upon the secondary's reaction.

As on all passes against a 5-man line, it is advisable for the strong-side guard to stay in the line until he sees that nobody is plugging. He is responsible for blocking in his territory. Against a 7-man line, the quarter may have to block back on the short-side defensive end.

**Diag. 4, Sneak:** The quarter should head-fake momentarily to the side away from the direction of the play, then come back fast. This facilitates the blocking in the middle. The center and the guard double-team the middle defensive lineman, and the left tackle whips around to get the middle backer.

While the end and the flanker are not in too good position to block downfield effectively, it is best to get them down there just the same because there is always the possibil-

ity that the runner may elude the first tackler and then go all the way with proper interference.

**Diag. 5, Center Buck:** Frankly, I feel that the sneak will go better against these defenses than the buck, although getting the ball-carrier right into the line fast without a pause often helps. However, particularly against the 7-man line, the plays in Diags. 1 and 2 are more practical because it is best to open up the defense whenever possible.

**Diag. 6, Quickie:** The short-side linemen usually won't be able to get over to block the defensive halfback, but they will prove valuable as shields for the runner if he cuts back into the secondary. The flanker need not block the end, but just check him to allow the half to get around the turn. This play depends upon speed, and the quarter must fire the ball out to the half as soon as he gets the snap.

**Diag. 7, Spot Pass:** When forming a cup to protect the passer, each lineman should first step back with his inside foot to close the gap. This will help keep the defense to the outside. Against a 7-man line, the pass will have to be hurried. Hence, the quarter should throw from the right of the center rather than behind him.

**Diag. 8, Deep Pass:** Against a 7-man line, the left end should be kept in to block, since the pass will take longer and the zone to be flooded is that through which the flanker and the strong-side end will run their patterns. Thus, the former end is not so important except (as against a 5-3-2-1) as a safety valve—a man through whose zone the ball is thrown very deep as a last resort.

**Diag. 9, Delayed Pass:** As in the preceding play, it is best, against a 7-man line, to keep the left end in the line as a blocker. The flanker delays momentarily or checks the end before cutting over the middle.

**Diag. 10, Flat Pass:** Against a 7-man line, this play cannot develop into a deep pass if the receivers are not immediately open. Since the pass will have to be hurried, the quarter should not fade more than a yard or two.

**Diag. 11, Reverse:** Although the timing and footwork appear difficult, actually they are simple. The flanker should be in motion at a slight backward angle approximately two steps before the snap. The halfback going into the line makes a key fake and block. He takes off with his inside foot, takes one step with his outside foot, and cuts off to the inside as he fakes before coming around to block the defensive end, who has been set up with



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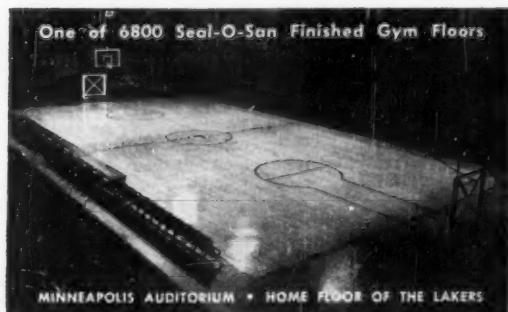
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a high block by the offensive left end. The latter then goes downfield for the halfback.

The quarter gives off the ball in the regular reverse manner, and the flanker comes around, swinging back a trifle to allow his interference to form. All other assignments are orthodox.

Although the Flankered Split T will encounter legitimate difficulty against these defenses, I am confident that offensive aggressiveness and heady quarterbacking will nullify the temporary disadvantages.

For example, if the middle line-man in a 5- or 7-man defense is giving your center trouble, a smart quarterback will call for Plays 4 and 5. These are designed to double-team such an opponent. The guard on the side away from the play should check him with a low block and set him up for the center to turn.

An occasional reverse is another way of combatting the pressure of the 5- and 7-man lines. This will produce considerable uncertainty among the center lineman and backers, who will have doubts about crashing in the quarterback's direction.

Next, you will note that Plays 7-10 call for the halfback going into the line to work on the guards or the tackles. This means driving into them at full speed while they are tied up with blocks in the line. This stratagem is very effective in making life unhappy for them.

Pressure can be maintained on the ends by intelligent play on the part of the flanker, who should vary his harassment of these opponents by occasionally throwing actual blocks on them in Plays 1, 2, and 6.

As for the outside backers plugging, I believe your ends and guards should be able to meet them as they attempt to fill the holes (all other factors of speed, spirit, and ability being equal). At any rate, the spot pass and the flat pass will discourage these backers from coming in too quickly.

Insofar as the use of a man in motion is concerned, I have no preference. I feel that it might be helpful to send that flanker scurrying out on all the pass plays. A point to remember, however, is that most high school boys will invariably go in motion at the same speed, and it is difficult to make them vary their stride to cause the secondary apprehension.

Nevertheless I do feel that on the reverse it is a good idea for the flanker to come across in motion. A man in motion crossing right through the area where the play will develop is often more discon-

certing to the defense than one who is going away from the ball.

Furthermore, the backfield pattern in the reverse is very unnerving to the defense. The four backs are moving roughly in as many different directions as the play starts; and since there are no offensive delays, the defensive guards and tackles must commit themselves, and fast! If they persist in hitting and holding, Plays 1 and 2 should go well.

Though the Flankered Split T is not foolproof and must possess the proper material to work successfully, I do believe:

1. It is the type of practical offensive pattern which can impose tremendous pressure at several defensive points;
2. It has nearly standardized blocking assignments;
3. It can be taught easily because of its relative simplicity and flexibility.

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1940—His second B.C. eleven chalks up an 11-0 mark, including a stirring 19-13 victory over Tennessee in the Sugar Bowl.

1941—Now at Notre Dame, Leahy wins 8, ties 1, loses 0.

1942—The Irish win 7, lose 2, and tie 2.

1943—After running up 9 straight, Notre Dame loses to Great Lakes, 14-19, in the final minute of the final game.

1946—Returning from the wars, Leahy directs his team to an unbeaten season (9 games) blemished only by a scoreless tie with Army.

1947—The Fighting Irish undefeated streak reaches 18, with the first perfect season in Notre Dame history since 1930.

1948—The victory streak hits 28 as the Irish win 9 before tying U.S.C. in the season's finale.

1949—Leahy's powerhouse sweeps through 10 games for another perfect season, running the Irish streak to 38 straight.

**RECAP:** Leahy-coached elevens have won 80, lost 5, and tied 5 in nine seasons of play for an astonishing win percentage of 94.1%.

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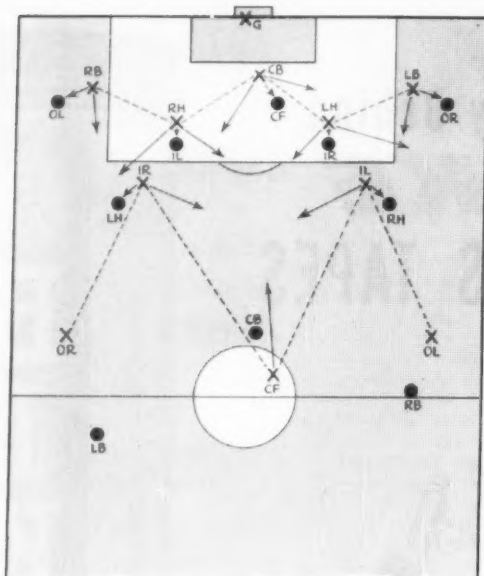
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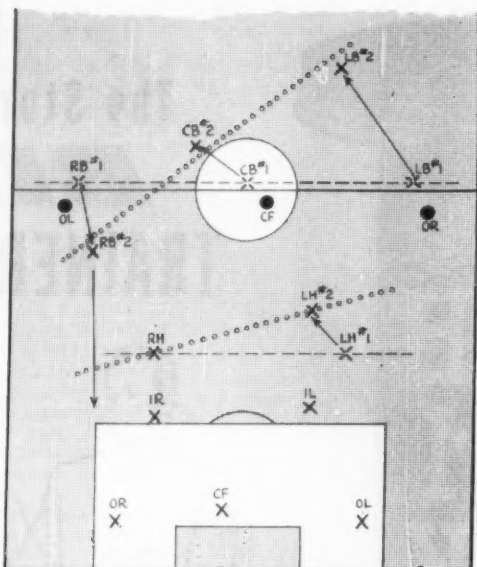


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DIAG 1



DIAG 2

# Three-Back Soccer

**T**HE three-back style of soccer defense, popular abroad for the past 20 years, is slowly but surely gaining converts in this country. No more effective defensive measure has yet been devised, and coaches will do well to explore its possibilities.

The essence of this defense is a strict man-to-man coverage, with the addition of a middle, or third, back more or less in line (laterally) with the fullbacks, to counter the threat of the opposing center forward.

This third, or "stopper," back is usually the center half. By retreating to a position midway between his two fullbacks, he is thus able to counter any thrusts down the center, while the backs spread wide and close with opposing wingmen.

Variation exists in at what strategic point the pick-up of the opposing number is made. But in all basic considerations, play is similar. Wing halves now oppose insides; insides oppose wing halves; and, in general, the more serious scoring threats of the opposition are closely marked.

One can see from **Diag. 1** that offensive movements on the wings may be doubly blocked by backs

**By DONALD Y. YONKER**  
Coach, Drexel Institute

and wing halves, while those in the center can be countered by a five-fold defense consisting of center half, wing halves, and the retreating inside forwards.

The diagram also shows all the defensive possibilities, even that of calling upon the center forward when the opposing center half becomes a serious offensive threat.

It is worthy to note that the U.S. World Cup team which competed in Brazil last summer and defeated a picked British eleven for the first time, used this pattern, while our 1948 Olympic Team utilizing some of the same players, employed the older two-back defense.

America is becoming educated and I have no doubt that the next five years will find more and more teams, especially on the college and secondary school levels, employing this tactic.

This method certainly facilitates defense for players who are not highly expert or individually brilliant. The American boy has already learned man-to-man coverage

in such games as basketball and lacrosse; and the close positioning of a defender to his opponent produces a feeling of confidence and an assurance that the defense will always be within playing distance when an offensive movement originates.

Nor is it necessary any longer, except on very rare occasions, to employ the "switch" whereby a defender leaves his opponent unmarked while covering for a teammate who is hopelessly out of position.

What is needed, of course, is a repositioning of personnel so that the men are strategically and advantageously placed on the field. The most essential individual prerequisite is "speed off the mark." Each player must have a modicum of this ability.

Gone are the days of the lumbering—even though, surefooted—full-back. Better than surefootedness is the speed necessary to counter the thrusts of the usually fleet wing—his opponent.

Gone, too, except in rare instances, is the cautious closing by a defender in order to keep the ball out of the vital penalty area and make a sure tackle. Now, all defenders must be sufficiently close to their

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opposite number to get to the ball as quickly as the offense. Only by doing so consistently can the third-back game be employed successfully.

No longer does the center half have to be the stalwart of the team. A brilliant player in that position is lost to his team, offensively, and can be much better employed at wing half in the new order.

Height becomes a much to be desired essential for all defenders, as well as a judicial mind in respect to just how far away from an opponent it is safe to get.

Strategically, the team is much more secure, defensively, and it remains for the wings and center forward to exhibit the flair for offense that is necessary to win. Of course, they must be helped by insides and wing halves else they will never succeed, especially against another good third-back combination.

Now let us take a closer look at the play of the backs. In three-back soccer, the fullbacks and the center half must form a closely knit defensive unit to block the offensive threat of the opposing wings and center forward.

A paradox now presents itself. Though man-to-man coverage is employed by the defense as a whole, the individual defender cannot slavishly concentrate on just one opponent.

Basically, the backs employ tactics of breadth, i.e. they range more or less in line across the field. But when their teammates have carried the play into the opponents' half of the field, they must incorporate the principle of protection in depth. By so doing, they can often forestall an opposing offensive movement when the ball is lost, and return the ball again to their teammates.

This movement from protection in breadth to one of depth can best be understood by thinking of the center back as the hub of a wheel, or as a fulcrum of a first-class lever. When play is among forwards and halfbacks on one side of the field, the back on that side must advance to give help. When he does this, he necessarily leaves his wingman unmarked.

In order to partially cover this deficiency, the center back must move several steps rearwards and towards this open space. However, he must not stray too far from his first assignment, the center forward. He is primarily concerned with stopping this man and will only advance toward the unmarked winger when he has a sure chance of intercepting the ball and gaining possession.

If he does not have this chance,

he must leave the winger unmarked and attend strictly to the center forward. At least, in this, his appointed place, he can retreat all the way to the goal-mouth while marking his man and there, with the goalkeeper and the other back, present a phalanx of three defenders through which it will be difficult to score.

As a matter of fact, should the unmarked winger get the ball and advance with it, there are still two possibilities for stoppage.

First, the advanced back should be fast enough to recover and play his man before he comes within shooting distance of the goal, especially since the winger is hampered by having to carry the ball. It follows that the wingman must make his play alone, for the opposite winger and the center forward are covered by the other two defending backs. This is a tough assignment, psychologically, at any time.

Secondly, if the advanced back is not able to catch his man, the goalkeeper must be ready to come out from his goal and play the attacker. By so doing, he greatly lessens the angle of utility for this man, and with the great advantage of being able to use his hands, he should always be the winner in such a situation.

### TACTICS OF OTHER FULLBACK

How about the tactics employed by the other fullback in this situation? He, too, like the center back, should move toward the open space left by the advanced back and also slightly to the rear and away from his own wingman. This allows him the same action (when the center back is beaten) that the center back had when the advanced back was beaten.

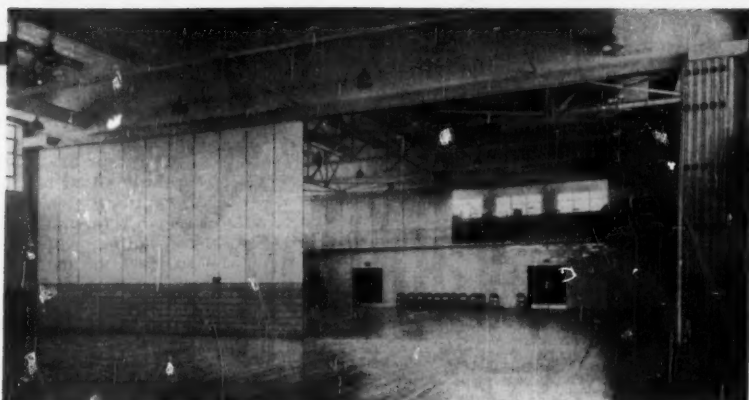
True, he must take care not to leave his charge too far, for he must, at all times, be able to intercept or cover rapidly any pass sent to his man. He moves towards the center and rearwards only "in case," and the occasions when he will be useful there will be rare.

However, so important are these rare occasions (they are all potential goal scoring opportunities) that the back must invariably follow this procedure.

Diag. 2 shows the action of the three backs as they employ defensive tactics.

The men selected to play on the three-back line must have extreme tenaciousness coupled with fast stop-and-go reaction. They must be capable of high speed over short distances and be good for the long haul towards their own goal when

(Concluded on page 63)



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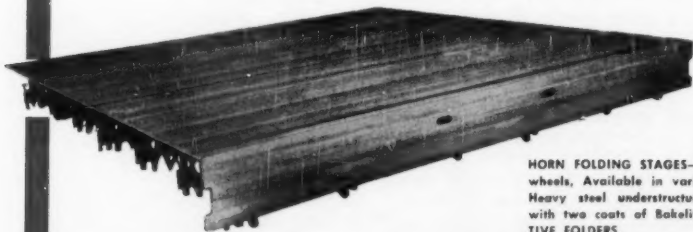
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# Gymnastic Vaulting

**R**UNNING and jumping over obstacles, as typified by vaulting exercises, is very appealing to boys of junior and senior high school age. It provides a great deal of physical enjoyment and exhilaration, develops courage, coordination, and endurance; and builds a certain amount of strength and considerable self-confidence.

A spectacular activity catering to large numbers of participants, it may render valuable service in "selling" an otherwise limited physical education program to the public.

It is an ideal activity for the school circus or open house program, assemblies, halftime entertainment at basketball games, and for such functions as father-and-son banquets and civic club meetings.

In setting up a vaulting program, it is essential to observe all the general rules of safety. The apparatus must be in good repair and properly adjusted. Every mat must be placed with care so that there are no exposed apparatus parts on which the performer might fall, or cracks between the mats that might produce sprained ankles.

It is extremely helpful to demonstrate each new activity after explaining it. Each performer should be carefully assisted the first few times, and a spotter or preferably two spotters should always be in position to offer immediate assistance.

One spotter should be placed on the near side of the apparatus, and the other on the far side. This deployment of spotters enables the performer to gain confidence in a relatively short time. As his performance improves from day to day, he will come to rely less and less on the spotters.

When using a springboard, it is advisable to place a five- by ten-inch mat under the base of the board to keep it from moving or slipping on the take-off. The mat will also help keep the board straight and at the proper distance from the apparatus, and will deaden the clatter of the board.

Since the performer must take a short run, he should assume a position about six to eight feet from the near end of the springboard. Upon reaching the far end of the board, after his run, he should take a short hop and spring into the air, bringing both feet together as he hits the take-off position at the end.

Most vaults call for a double take-off; that is, both feet striking the far end of the springboard at the same time. When a single take-off is necessary, this should be indicated in the explanation of the exercise.

*THIS is the first of a series of three articles on gymnastic-vaulting by C. E. Miller, the superlative director of physical education at the U. of Nebraska. Before the pressure of his administrative duties became too heavy, Mr. Miller coached the varsity gymnastics team. In his subsequent articles, he will present fully illustrated exercises on springboard-side horse and springboard-parallel bars vaulting.*

**By C. E. MILLER**

Physical Education Director,  
University of Nebraska

In the take-off position with the board depressed, the knees are slightly flexed. But as the board recoils to provide the spring into the air, the knees are straightened. The ankles extend, as the feet leave the board, and a hard sharp push is given by the toes.

The arms are lifted forward and upward, either reaching for the apparatus or high into the air. The arm lift furnishes added height to the spring, which is necessary in some of the more advanced vaults over high apparatus.

During the vault over the apparatus, especially after the fundamentals have been learned, some attention should be paid to form. An attempt should be made to keep the head erect, when possible, and to keep the knees straight with the feet together and toes pointed. A correct and precise execution will produce a feeling of pride and worthwhile accomplishment.

In most vaults, the hands will be placed on the apparatus to break the forward momentum of the body and to lend support to it. The proper placement of the hands will also assist in helping the body clear the apparatus and keep on balance.

The hands are generally placed palms down with fingers pointing in the direction of the movement. In most cases, this will be away from the body. The fingers are kept about a quarter of an inch apart near the ends.

When placing the hands on any apparatus not covered by a tumbling mat, be sure to wipe the excess perspiration from the palms. Magnesium carbonate in chalk form is recommended for this purpose. Rub it lightly onto the palms and dust the hands together before attempting the vault.

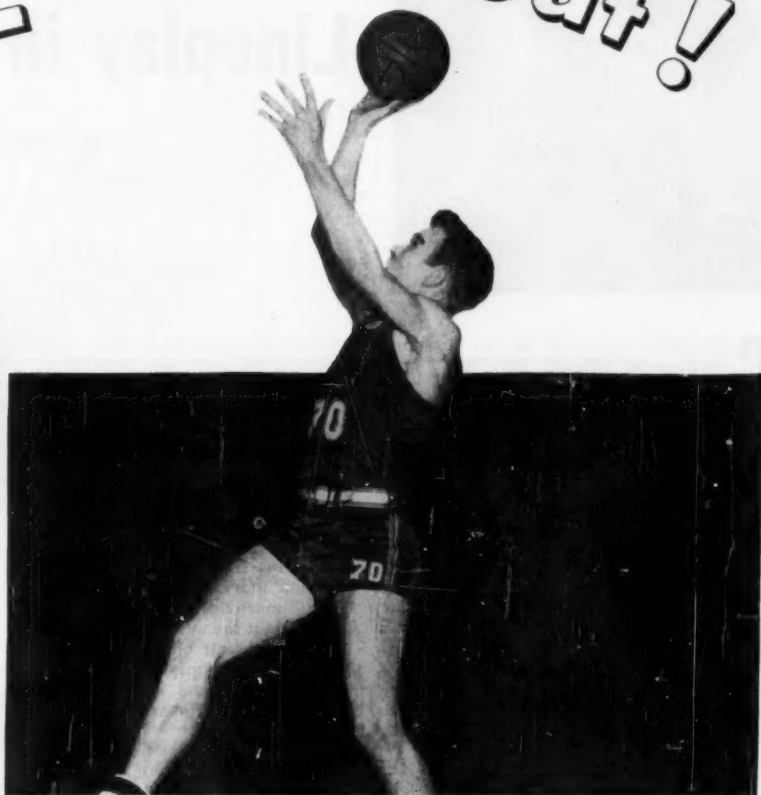
When landing after a vault, keep the feet an inch or so apart and take up the initial shock on the balls of the feet. Then bring the heels to the mat and immediately flex the knees slightly.

This action is executed much faster than it takes to explain, and is a continuous movement starting at the moment the feet contact the floor mat. After the landing shock has been absorbed, the performer assumes a normal standing position by extending at the knees. He should then walk or run from the mat in the direction he is facing, and jog to his place in line.

The moment of recovery is the best time for the instructor to offer helpful hints and corrections. His criticism should always be constructive in nature.

Some more or less common hints  
(Continued on page 83)

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# Lineplay in the T

By **THOMAS J. REILLY,**

Seton Hall H. S., South Orange, N. J.

**C**OACHES switching to the T from other offenses have had to revise their entire concept of offense. They have discovered that the switch involves more than a redeployment of the backfield; that it involves a new approach to line play as well.

Since most holes are opened only momentarily, speed is the essence of T line play. The linemen are required to do a great deal of individual blocking, but they are not asked to move a man as much as in other offenses.

Before delving into the actual mechanics of line play, I would like to delineate my conditioning program throughout the season.

I like to see my linemen run as much as possible. Upon coming out to the field, they obtain their headgear and run to a corner, where they pair off and work on blocking until every lineman is accounted for.

Then I divide them into two evenly matched relay teams and have them run a regular race. They derive a lot of fun out of this and at the same time get their wind sprints.

After competing in these relays, they race over to the blocking sled. Two men at a time hit this sled, while I stand on it. Since I weigh between 225 and 230 pounds, they must put plenty of muscle into their charge.

They move the sled up and down the field until I call a halt. Then they line up in single file and start tackling the machine from both the left and right sides.

It is here that I try to put over the point that they should not reach for a ball-carrier with their arms, but should move at full speed and drive through him. The idea is to drive the shoulder through the mid-section of the carrier and at

the same time wrap the arms around his legs and drive with the legs until you wind up on top of him on the ground.

After this, the linemen join the backs in a large circle for a series of calisthenics followed by a punting drill and running down under kicks.

I then take my linemen down to the other end of the field and pair them off for more blocking. I work with each man individually to see whether he is improving his charge, allowing him to hit me and pointing out his mistakes. I pair off tackles, on tackles, guards on guards (including the centers), and ends on ends, when they are not working with the backfield.

The principal line block stressed is the shoulder block, using full leverage of the elbow. I do not want the offensive stance to be as low as it is in the single wing. I teach a semi-crouch with a little weight on the right or grounded hand, and a little more of a lean. This furnishes more of a sprint type of take-off.

Keeping one leg slightly back of the other, the man hits simultaneously with the shoulder and elbow the legs driving wide and hard.

The boys are impressed with the importance of the legs, particularly in regard to the way they should be moving simultaneously with the shoulder upon contact. At this juncture, the legs should be digging hard with the knees fairly high.

The inside leg, which ordinarily will be on the side toward which the opponent is driven, should be kept in line with the mid-line of the opponent's body. This enables the blocker to better control the opponent and force him away from the hole.

I also stress the importance of

keeping the head up and, upon contact, pinching the head and neck down under the opponent's armpit, applying this pinching action with pressure in moving the man away from the hole.

The point of shoulder contact in this block should be slightly above the belt line, with a driving force upward in order to screen the faking of the quarterback.

If the blocker feels his man slipping off, he is instructed to go into a low body block. He is also drilled on the importance of keeping his feet and legs under control, so that after moving his assigned man out of the way he can immediately take off and assist the ball-carrier downfield.

Whenever the lineman finds his opponent playing head-on, he is taught to take a step in the opposite direction of the intended block, to lure his man in that direction, then drive him with the shoulder block away from the hole.

Now let us take up the individual positions, starting with the center. The T center is a full-time blocker, thanks to the fact that he can keep his head up and pass the ball with one hand.

To help spread the defense for quick openers, he assumes a wide stance with the right foot slightly back to assure a good take-off. It is important for the center to be moving forward at the same time he is passing the ball back. The head must be kept up during this action so that the center will not be driving downward but through his opponent at an upward angle.

The center, in lining up, looks straight ahead. Upon snapping the ball and moving forward, he trains his eyes on the opponent's mid-section. This holds true for all line-

(Continued on page 34)



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men. It is a safeguard against falling for head fakes.

While the shoulder block is the principal weapon of T linemen, the center may, whenever he feels his man slipping away, go into a reverse body block.

On passing plays, I have my center (together with the rest of the line) come up high with the elbows up. The center can practice this by himself without a ball. Before the start of practice, I like to see my centers passing to one of the quarterbacks and coming up fast.

When backing up the line, the center must be alert in diagnosing plays and adept at moving quickly. Handball is a particularly good off-season sport that will both condition the linemen and get them used to moving like cats.

Upon perceiving an end sweep, the linebacker is expected to get across the line of scrimmage to meet it—not follow it to the sideline and give up ground. We always have our halfbacks coming up fast on end sweeps to aid the linebackers. Before committing themselves, however, the linebackers should always figure on a pass.

In a five-man line, with three linebackers, the two outside men should keep their eyes on the end and tackle, while the middle man should watch the two guards and center. A close study of these opponents will invariably yield a good clue to the direction of the play.

Where the opposing linemen stand up and block, a pass obviously is in the offing. "Look" first, then "move."

The tackles and guards have similar blocking assignments. I like my linemen fast, and I would sacrifice weight for speed and aggressiveness. A tackle or any other lineman, must be able to move in either direction when the occasion arises.

That's why our guards and tackles practice pulling-out every day. Blocking dummies are used for this, while line scrimmages are employed to perfect blocking and mousetrapping.

Before a line scrimmage, I have the boys run through their plays against the dummies. There is no sense in scrimmaging unless they know their plays. If they miss on a play, they are rewarded with a few laps around the field. I like them to learn the plays thoroughly enough to always know what everyone else is doing.

I also use the dummies for downfield blocking. When a team can block downfield, it is nearing perfection.

In mousetrapping, the guards and tackles must realize that they may

not find the victim where they expect him to be. He might be waiting in the hole instead of coming across the line, so the lineman must have control of his body at all times.

I had an experience like that up at the N. Y. Giants training camp one summer. I was playing right guard at the time, and my assignment was to mousetrapping Len Younce, the opposing right guard. Forgetting that Lenny was a waiting guard, I wasn't able to find him and thus over-ran the hole.

Although the mousetrapping was not a good play call, since Lenny was not a crasher, I was still at fault. I should have gone through the hole after him. Steve Owen let me know about it in no uncertain terms.

In protecting a passer, the lineman should never charge but should hold his ground, coming up high and keeping his elbows up. The enemy should be forced to the outside. If an opponent should happen to slip by, the lineman should employ a low body block, as pointed out earlier.

### PROTECTING THE KICKER

In protecting the kicker, the lineman is responsible for the area directly in front of him, and should employ the same type block as on passes. He should be careful not to move to either side and thus cause a gap in the line. As soon as he hears that "thud," he should take off downfield for the tackle.

Inasmuch as I like a crashing type of defensive line play (which is the essence of the 5-3-2-1 against the T), I like my guards and tackles to be "rough." The middle guard must possess an exceptionally fast charge, as he really has to do a job on the center.

I like my defensive tackles to use a three-point stance, changing to a four if they have a habit of standing up. I want my middle guard in a five-man line to use a four-point stance.

I try to impress them with the importance of keeping their heads up and looking straight ahead, not at the backfield. This will protect them against any attempts by the opposing backs to throw them off with little fakes.

At the same time they are looking straight ahead, the tackles should be watching the ball out of the corner of their eyes, ready to move when it leaves the center's hands.

Modern end play is getting tougher and tougher. The end must be a good blocker and tackler. He must

(Concluded on page 79)

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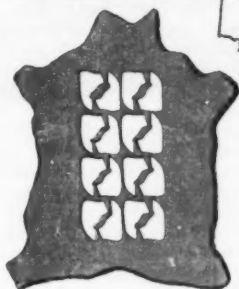
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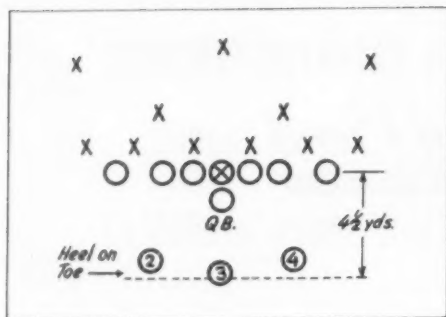
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# Quantico's Tight T

By MAJOR HAROLD A. HARWOOD

Head Coach, Quantico Marines

**F**OOTBALL at Quantico is a 100% amateur sport. No advantages are offered other than the satisfaction of making the squad and playing the game. Such inducements as an easy job, advancement in ratings, special privileges, etc., simply do not exist.

The officers and enlisted men on the team are Marines first. They attend to their normal daily duties until released. Then, and then only, does their status change from Marine to football player.

The training facilities at Quantico are geared to produce the best results under the circumstances. We have a training table that provides two meals, lunch and supper, based as closely as possible on standard training menus.

The team eats lunch at 1200 and is allowed to rest until 1300. Skull practice, a daily routine, comes next. This lasts from 45 to 90 minutes. The team then dresses and is on the field by 1500. Practice usually lasts until 1730, giving the squad a half hour to shower and dress before supper, which is served at 1800.

The men then return to their respective barracks or home, and all control over them ceases until they report for lunch the following day.

Since the time allotted on the field is restricted, our practice schedule is designed to take full advantage of every minute. This schedule is not prepared at the beginning of the season. It is a day-by-day affair, with each day's program being prepared immediately following the previous day's practice.

This eliminates the possibility of overlooking a particular drill or failing to spend enough time on certain phases of the game.

The schedule is strictly adhered to. To minimize explanation and instruction on the field, each phase is reviewed with the squad during the "chalk talk."

Insofar as our attacking pattern

is concerned, we use the "power" or "tight" T, with extensive use of men in motion and flankers. The basic formation is shown in the accompanying diagram.

The fullback lines up four and a half yards back with his toes on line with the halfbacks' heels. All three backs assume a balanced stance with the hands resting on the knees. The feet are off-set six to 12 inches, in order to cut down the time lost in dropping one foot back when starting from the standing position.

This stance allows the backs a maximum of freedom for head and shoulder fakes, along with full vision to the front and side.

The quarterback uses a reverse pivot in starting all but a few plays. His freedom of action is enhanced by the stance of the guards and tackles. The left guard and tackle keep their left foot back, while the right guard and tackle place their right foot back.

The ends are permitted to use either stance, whichever is more comfortable to them.

The emphasis at Quantico is on offense, as represented by blocking and plays. We operate on the theory that the best defense is a good offense. Defensive formations are kept to a minimum, with most of the time being spent on pass defense and defense against the T.

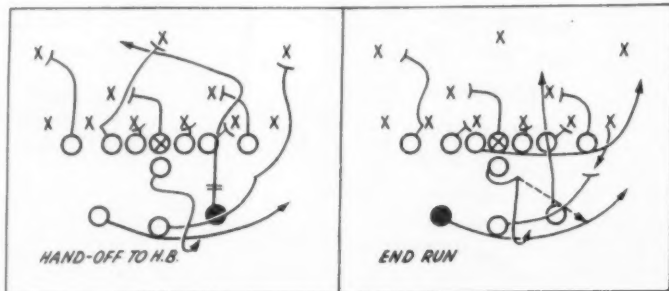
In our work on blocking, we do not allow our men to lunge from their three-point stance. When hitting with the left shoulder, for example, we want them to take a step with the left foot, then follow through in the normal manner. This keeps the linemen off their knees and off the ground, in position to recover quickly and continue downfield.

Even in downfield blocking, the shoulder block is stressed, with emphasis on not leaving the feet. When our downfield blockers miss contact, they can thus recover and screen the defensive men from the ball-carrier.

The basic play from the T, of course, is the hand-off to the halfback. We use the standard variations with the man-in-motion and flankers setting up our off-tackle, end run, and pass plays. (See accompanying diagrams.)

While Quantico subscribes to the two-platoon system, we do so in a rather unusual manner. We do not believe that a man can play his best football for 60 minutes. Consequently we balance the ability of our first two teams, giving them as much equal offensive and defensive strength as possible.

One team plays one quarter and the other team the next, with substitutions being made from the third





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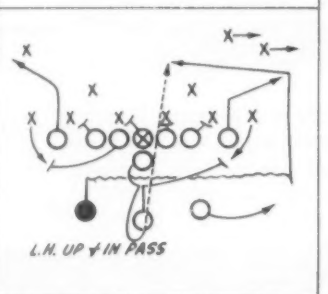
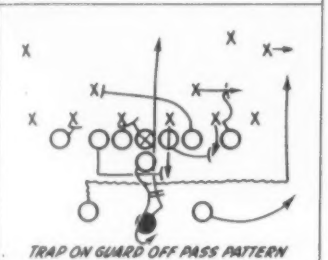
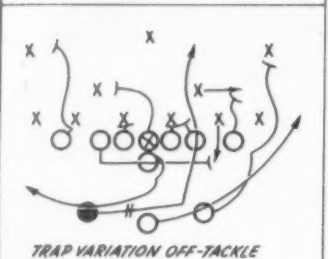
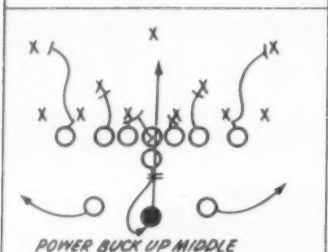
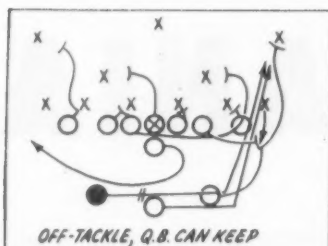
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Basic plays from Quantico's Tight T, hitting various parts of the line, and featuring traps and men in motion.

team. The platoon playing the best football is rewarded with the starting berths the following Saturday.

The result, we have found, is two-fold. First of all, it develops an inter-squad competitive spirit that safeguards against overconfidence. Secondly, each unit is relatively fresh whenever it enters the game. This tends to reduce the number of injuries caused by players letting up because of fatigue.

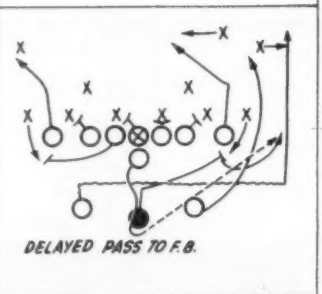
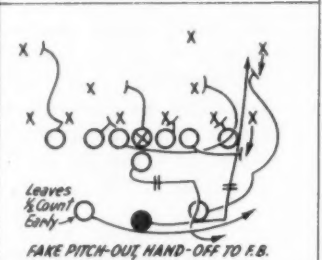
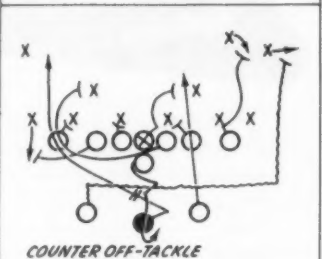
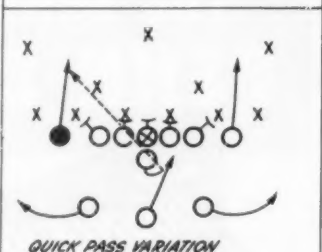
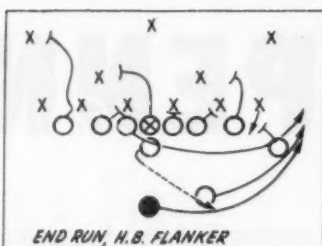
Both teams can keep moving at top speed because they know they are going to play only one quarter and will have at least a 30-minute rest before re-entering the game. A fresh second-stringer, we believe, can give you more football than a tired first-stringer.

During World War II, service football graduated from the minor leagues, so to speak, to the caliber played by the leading colleges. Since the end of hostilities, however, many of the name players and coaches have returned to civilian life, and service football has almost reached the pre-war stage.

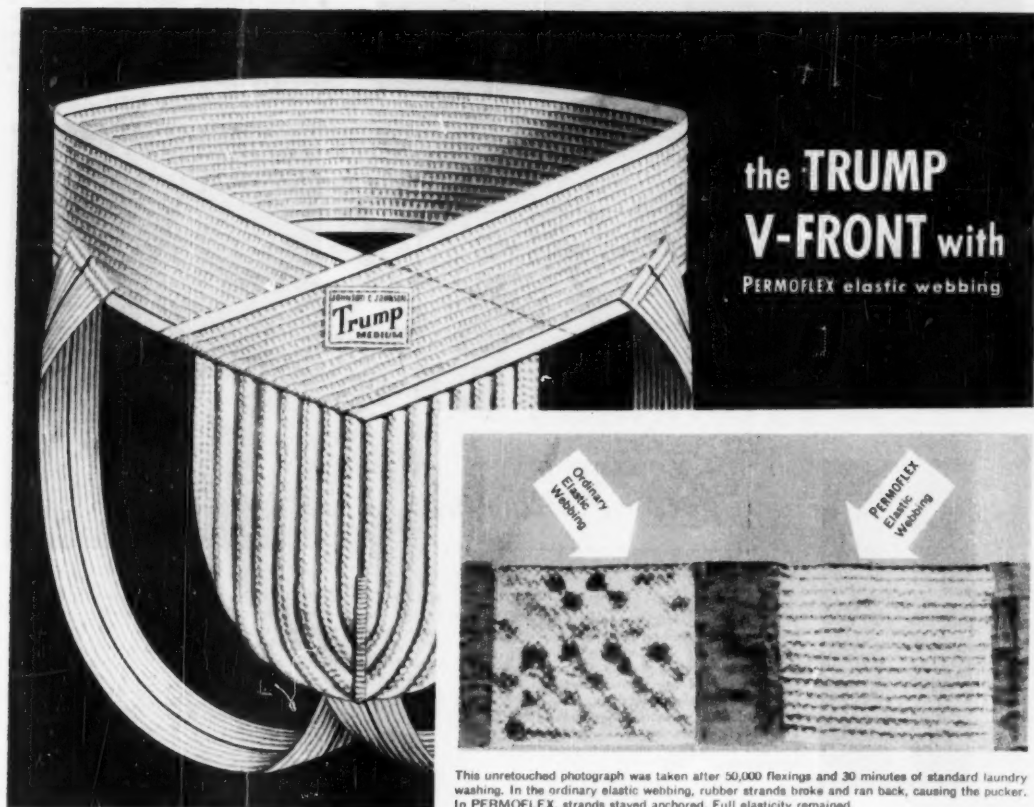
Sensing this, the Navy has maintained a rigorous athletic program in all sports. During the past two years, Quantico has annexed the All-Navy championship twice in football and baseball and once in basketball. In winning the All-Navy crown twice in a row, the football team ran up a string of 25 straight victories.

The only students in the various schools at Quantico who are allowed to participate in football are the second lieutenants in the basic school.

**MAJOR** Hal Harwood's meteoric rise to fame as mentor of the Quantico (Va.) Marine Corps Schools' eleven began at Cathedral High in Los Angeles, where he won nine varsity letters in football, basketball, and baseball. In 1937 he entered the Naval Academy, winning three varsity letters in football and two in baseball. He further distinguished himself by winning the Thompson Trophy Award for the Navy athlete doing the most for the promotion of athletics. After four years of active duty in the South Pacific, Harwood returned to the Academy and served as assistant coach on the 1946 undefeated Plebe eleven. The following year he was made varsity center coach under Tom Hamilton. He became head coach of the Quantico Marines the following spring.



Quantico plays of the trickier variety, including several passes, and going wide for the most part.



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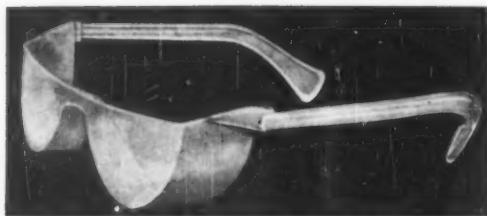
# NEW EQUIPMENT

As a service to its readers, Scholastic Coach offers this periodic round-up of new sports equipment items. For further information write to: Scholastic Coach, New Equipment Department, 7 East 12 St., New York 3, N. Y.

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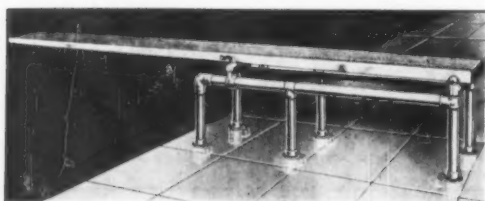


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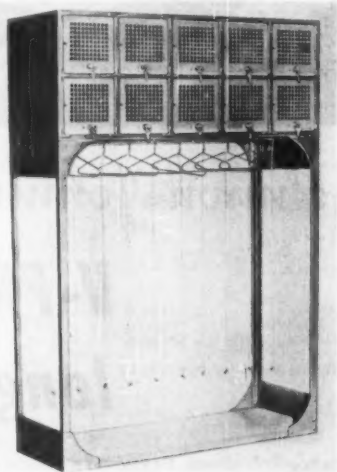
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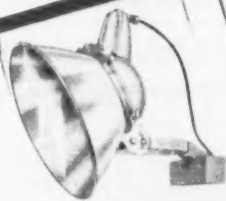
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# FOOTBALL,

## A School Project



MANY of us who operate varsity football programs are often accused of over-emphasizing the sport to the point where it damns the entire athletic structure.

We are aware, too, of the type of administrator who, lacking in athletic interest or ability himself, tries to cover up his envy for everybody and everything athletic, by constantly bemoaning the fact that "too much is done for too few," and by doing everything in his power to minimize the efforts and accomplishments of the varsity football squad.

All of us who have had any experience in operating a varsity schedule are entirely aware of the difficulties involved, especially in relation to other school activities. We would gladly cooperate in every possible way to eliminate such problems. But the task is a gigantic one which requires the full-time efforts of an expert.

The person trained for and assigned to this position must cooperate with the school administrator at all times and must be ever mindful of the fact that football is just one of the many activities in the school program—all of equal importance—and that "the tail must never wag the dog."

On the other hand, football should not be expected to "carry the ball" for the entire school organization. If the athletic program leaves something to be desired, the administration is definitely responsible and should be called upon to adjust matters.

Varsity football, as projected in the average school, needs no defense. No matter how extensively it is played, the game has earned a valuable place in the extra-curricular program.

However, since the sport is constantly being criticized on the grounds that it benefits too few stu-

dents, we of Hillside High School would like to present some interesting facts gleaned from a careful study of the game in our school.

The Senior High School boasts an enrollment of 675 students, each of whom is encouraged to participate in some extra-curricular activity. He may select dramatics or track, basketball or the school orchestra—it matters little to us. But we do practically insist upon his participation in something extra-curricular.

To assure equal opportunity to all, we have organized a "Students' General Organization." This organization, which is open to every student, sponsors the entire extra-curricular program—under faculty guidance and administrative control.

Inasmuch as every activity is part of the central organization, it follows that each is affected to a certain degree by the others.

Football furnishes just one of the many examples of absolute coordination among the various activity groups. On the afternoon of a game, all the groups merge to make the affair a success.

1. The team of fighting boys on the field is furnished by the football playing group;

2. The appropriate music is supplied by the school band;

3. The spectator enthusiasm and

By **SAMUEL DUBOW**  
Athletic Director, Hillside (N. J.) H. S.

team pep are inspired by trained cheerleaders;

4. The between-halves exhibition for the folks in the stands is staged by a group of girl twirlers;

5. Booklets containing the entire program are compiled by students and sold by a group of girls;

6. The ticket booths are manned by capable young people whose duty also includes the careful checking of S.G.O. membership cards;

7. The faculty treasurer is ably assisted by a coterie of business-minded youngsters, who have proved invaluable in regard to membership and financial records;

8. Last, but by no means least, is the Cabinet of particularly outstanding students whose ability as leaders entitles them to serve as a governing unit, the chief function of which is to coordinate the various activity groups into a successful program.

Thanks to this setup, we may safely say that as many as 300 students play an active role in football, as a school project.

And so football in Hillside on a Saturday afternoon is not just a hard-fought battle between two rugged high school teams. It is an amazingly successful culmination of the combined efforts of many groups of serious-minded boys and girls.

Of course we would like to give every boy an opportunity to actively participate in the game. The training and experience are of inestimable value. But, obviously, this isn't possible.

However, we do as much as we can. We invite every boy to try out for the squad, and we select the team only after careful deliberation. To incorporate the greatest possible number, we operate a regular junior varsity schedule and a freshman program.

What's more, every boy participating in football—no matter on what level—is given equal consideration in regard to protective equipment, insurance, medical and physical attention, and, of course, the follow-up, which we deem of utmost importance.

Our method of making football an all-school activity may not be original. Perhaps it is being followed by hundreds of other schools. We have no way of determining this. But we are mighty proud of our philosophy of student participation. Shoot our plan full of holes, if you will, but in doing so please give us a worthwhile substitute.

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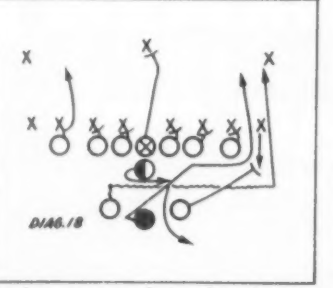
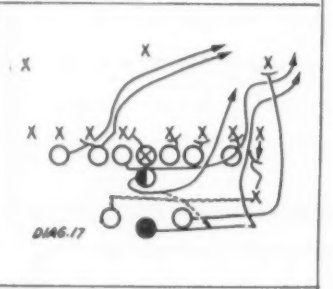
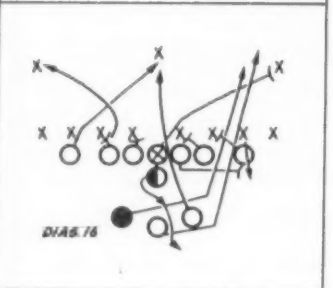
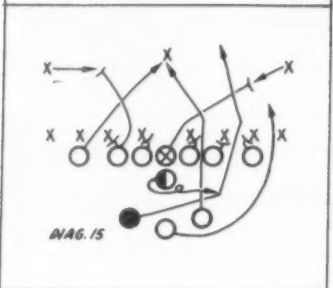
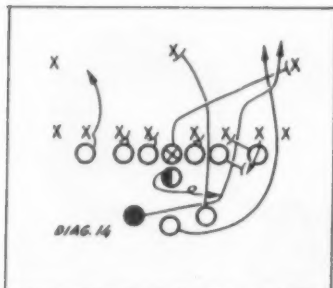
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# Cracking the 8-3 Defense

(Continued from page 11)



A play sequence designed against the defensive bastions, which is occasionally necessary when storming the 8-3.

(d) Passes to halfback trailers on end-back combinations.

**Diag. 3**, the 8-3 with line tight and smashing, and spread secondary.

Against it, use:

(a) Quick-hitters between guard and tackle with guard-on-guard and tackle-on-tackle blocking.

(b) Quick slants inside end with end on plug-man, wide draw, and a backfield blocker on end.

(c) Slant and swing.

(d) Quick-sweeping wide stuff which will get outside of end and turn fast upfield inside of halfback coming up to protect against sweeps.

(e) Bootleg sweeps and fast breaking statue plays—definitely executed.

(f) Running passes thrown off threatened sweeps.

(g) Buttonhook and bend-in passes to ends in Zones A and B. (Ends must fight hard to break free of jamming tactics.)

(h) Hook-and-go passes into Zones C, D, E, and F.

(i) Passes to backs breaking into Zones C, D, E, and F.

(j) Screen passes.

**Diag. 4**, the 8-3 with (a) ends dropping off while backers crash from plug positions; (b) plug-men hitting, dropping back, then going for play; (c) ends and plug-men smashing and dropping off in combinations.

Against it, use:

(a) Quick-hitters between defensive guards and splitting defensive guards and tackles, with ends sustaining blocks on plug-men.

(b) Off-tackle plays with end cross-blocking on tackle, while tackle crosses fast to meet plug-man. First interferer goes for end regardless of how these key defenders attempt to switch.

(c) Passes of bend-in, hook, and trailer varieties.

(d) Occasional receivers breaking through line and into short middle area.

Having appraised the respective strengths and weaknesses of these different variations of the 8-3, the next step is that of selecting plays and adjusting blocking assignments by which the strategic approaches indicated on the charts can be implemented.

The plays which follow are grouped according to the particular point or area of the 8-3 they are designed to strike. All of the plays in **Diags. 5-9** have demonstrated

their effectiveness in piercing the middle of an eight-man line.

They owe much of their efficacy to the fact that they combine double-team blocking on one of the defensive guards with a strong draw in the opposite direction. So potent an offensive formula is this that, when implemented with sharp-blocking and expert backfield faking, it usually compels a tightening of the defensive guards.

As a result, the eight-man line becomes vulnerable to thrusts between guard and tackle. The plays in **Diags. 10-13** are of this type, and, it will be noted, sequence naturally from those illustrated in the preceding group.

Many of the preceding plays in both groupings can be varied by opening one or both sides of the line, flanking an end, or putting one of the faking backs in motion. The extent and manner of variation provided in this way, however, will depend largely on the way in which the defense adjusts to meet these changes.

Progressing outward from the middle of the defensive line in our consideration of the vulnerabilities of the 8-3, we come to the off-tackle area. Although the defense can be penetrated here by plays striking over or to one side of the plugging linebacker, this mode of attack is not easy, for the tackle-backer-end areas on each side of the eight-man line, are the greatest strengths of this defense.

While most offensive strategists prefer not to expend effort in attacking these strongholds, it will be found that circumstances sometimes compel a team, confronted by the 8-3, to direct at least an occasional blast against defensive bastions. When this becomes necessary, it will be found that the cluster of plays in **Diags. 14-18** will stand the offense in good stead.

The plays in **Diags. 14 and 16** involve cross-blocking between the offensive end and tackle in such a manner as to trap a crashing plug-man. These two plays are very effective against an 8-3 in which all the linemen are charging, or against one on which the ends are dropping off while all of the rest are coming in hard.

**Diag. 15** illustrates a play which works well against a plugging linebacker who waits, while **Diag. 18** shows a variation of the counter

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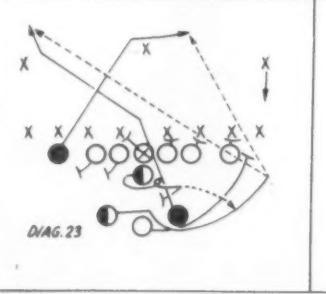
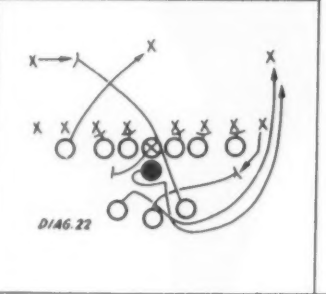
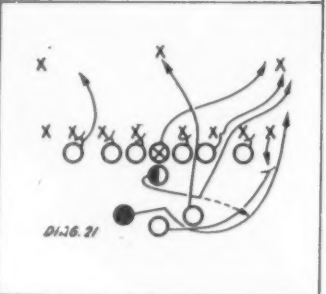
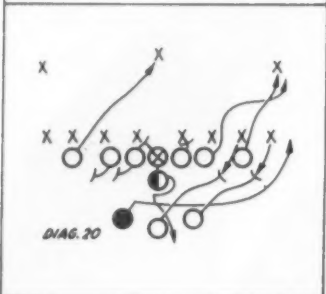
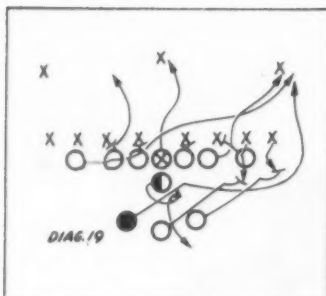
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type which is good against a converging eight-man charge.

Just as ends and plugging linebackers who drop off, slide, and smash in a variety of combinations, make the 8-3 formidable against off-tackle thrusts, these same tactics tend to make it hazardous for the offense to rely importantly upon wide-sweeping maneuvers.

There is no denying that it is difficult to gain consistently around the extended front rank of the 8-3. But it can be done, provided the blockers are properly prepared to cope with the sliding, shuttling, and floating tactics they are bound to encounter.

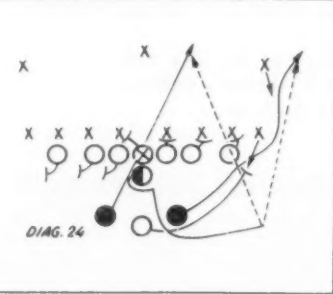
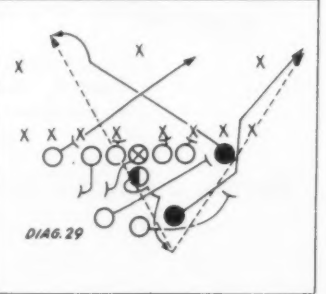
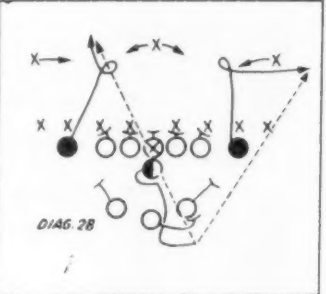
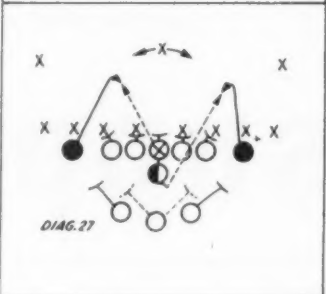
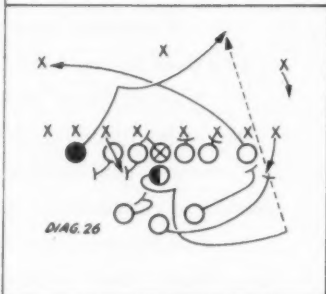
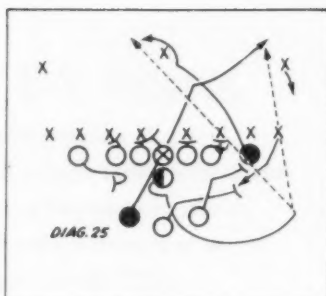
Blockers who must handle opposing ends and plug-men on wide plays, should be exceptionally aggressive. They should be schooled to pursue retreating or drifting defenders with great determination, to overtake them as quickly as possible, and to cut them down with promptness and dispatch.

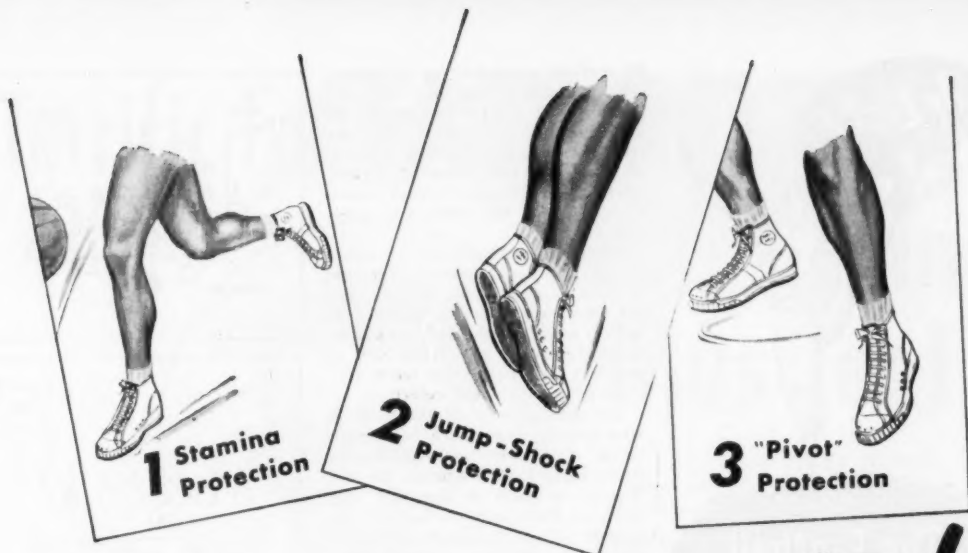
It should be pointed out that retreating defenders cannot simultaneously back-pedal and cope with determined, driving blockers who are pressing the attack with sustained vigor.

When defenders are giving ground laterally with the obvious intent of driving the play very deep and very wide, the interferers should not attempt to block-in or hook them. Instead, the blockers should concentrate on establishing contact as directly and swiftly as possible, getting past the defender's hands and forearms, driving a shoulder into his body, and simply running him down.

In this situation, the blocker should not concern himself with the possible course of the ball-carrier following him, but should leave it up to the back as to whether to keep coming wide, cut inside and go straight upfield, or dip inside of the floating defender and then break wide again.

With the offensive blockers prepared to make the aforementioned adjustments, the plays in **Diag. 19-**





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22 may be employed to effectively skirt the ends of the 8-3.

While the ground game can be made to work effectively and consistently against the 8-3, coaches generally feel that the passing game offers an easier and quicker means of overcoming the defense in question.

When employing aerial tactics against the 8-3, however, it should be remembered that adjustments are necessary. Much greater protection must be afforded the passer, fewer receivers, as a rule, can be sent out, and these must reach definite spots with great celerity.

The pass patterns in **Diags. 23-29** are among the more successful aerial maneuvers which T-style teams have hurled against the 8-3. Worthy of note is the fact that many of them can be made to sequence off the running plays previously diagrammed. Also of interest are the various blocking arrangements and adjustments which they incorporate.

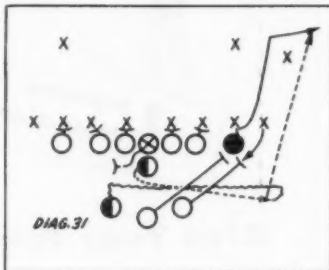
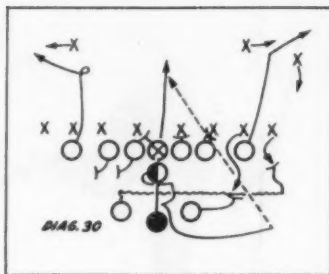
**Diag. 23** is particularly potent against a crashing eight on which the whole forward wall is surging in. Note the quarterback's quick peel-back maneuver after pitching out to the half, and also note the deception in the simulated wide sweep.

**Diag. 24** is similar in nature, but less complicated in execution. Also, it can serve as the basis for a whole series of variations.

**Diag. 25** shows a way of putting heavy pressure on the middle deep defender. Two-on-one blocking by the guard and center is used to insure a hole through which the left-half can dart to become a deep receiver. Also, the quick-pull-out and turning block by the left end, permits selective blocking of either the weak-side defensive end or plugman, depending upon which comes in most threateningly.

**Diag. 26** is another crossing maneuver, and features the two offensive ends working in a pattern which permits wide variation of screening and decoy tactics.

**Diag. 27** shows a quick hook com-



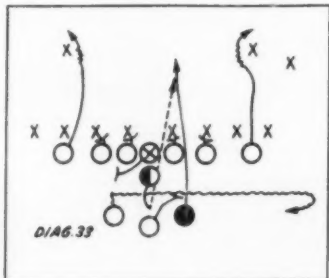
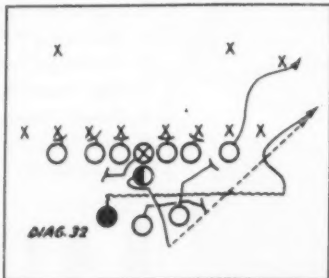
bination in which the ends do a fast inward pivot too far inside the defensive halfbacks for them to cover effectively, but sufficiently far apart to prevent adequate area coverage by the safety.

**Diag. 28** illustrates the hook-and-go pattern, with the ends following different break angles on the "go." The quarterback fakes a quick hook-pass to either end or to both ends in rapid succession, then drops back to throw as they make their respective breaks. Thus, the play shown in **Diag. 28** is a natural sequence to the one illustrated in **Diag. 27**.

Of a different style is the pass in **Diag. 29**. This one sends diverging receivers into the dangerous area behind the defensive halfbacks, while holding momentarily a delayed third receiver who can slip into the middle area if the safety responds to the draw of the other end crossing in front of him.

Where the defensive team shows a tendency to linger in the 8-3 with only moderate adjustment to mo-

(Continued on page 80)



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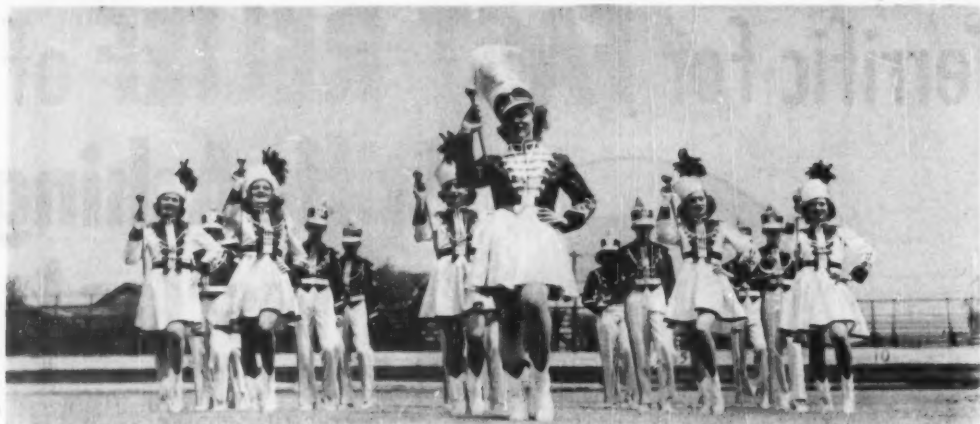
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# Improve the Show Band

**By J. Maynard Wettlaufer**

**Music Director, Freeport (N. Y.) Schools**

**F**OR years, high school and college bands have paraded on football fields at half-time. The usual procedure is a goal-post entrance, parading straight across the field, counter-marching, parading back to the middle of the field, and possibly forming a school letter.

As accurately as this can be done, however, it is no longer enough. School bands are no longer judged on their ability to march in straight files and columns, at the correct service cadence (120-128 beats per minute), and complete exact marching routines of diminishing or augmenting front, right of left oblique, company front, countermarch, and other drills in perfect alignment.

The demand today is for something different. Thus, a new field pageant has been born. These shows should not be limited to the football season. Many of them are applicable to basketball, baseball, and other sports events — both indoors and outdoors.

While it is questionable whether a large band should play in a small school gymnasium with its poor acoustics, a smaller unit can adequately care for the situation, and perform both marching and music with demeanor.

Many schools have used a singing band with fine effect, either in regular choral work or by putting words to regular trios of marches

and using them as a salutation to the visiting stands. Another effect includes a drum corps as a separate unit of introduction to the big Band Show. These ideas have unlimited possibilities.

Where soloists or very small units will satisfy the requirement, twirlers, flag-swingers, etc., can be very effective.

There are several rules which must be followed in making your show effective or spectacular. Here is a list (others can be added) with short explanations:

1. *Admit as a premise that your Show Band is a component part of the athletic setup, and that you perform mainly for sports events.* Their activities provide the setting for your efforts. You must, however, be sure that a cooperative spirit is maintained between the coach and yourself, and that at no time is there any thought of encroachment in either field.

2. *Subordinate any thoughts of musical grandeur for field work.* This does not mean that you renounce all attempts to play in tune or have good tonal quality, but playing outdoors is a distinct phase of bandwork, which, in order to sound **SOLID**, must have accurate attacks and releases. The music must be **ALIVE**, not **MUSHY**.

3. *Keep your instrumentation predominantly brass.* I feel that

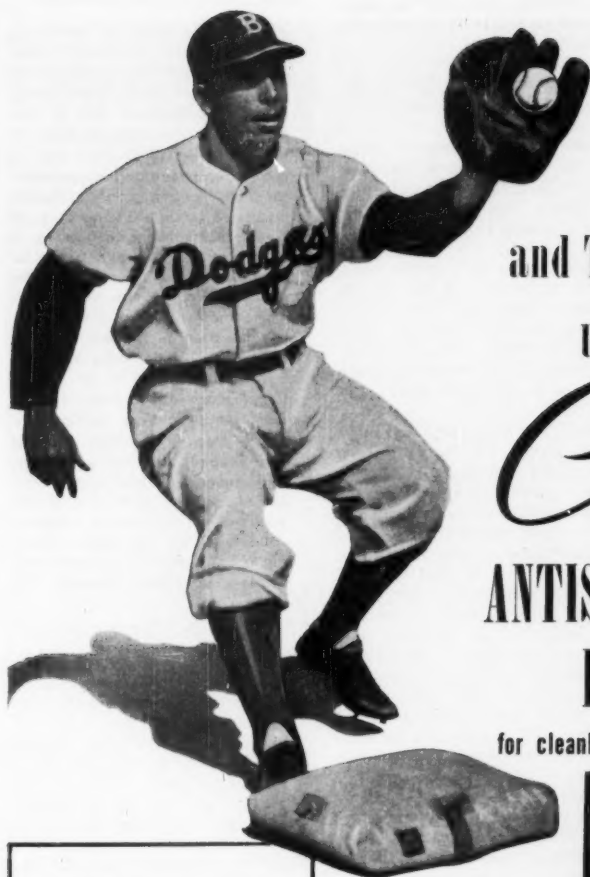
flutes, oboes, bassoons, and possibly alto and bass clarinets can be deleted from the field unit, allowing these musicians to be flag-carriers, color guards, etc., if their presence is necessary in the numerical lineup.

4. *Recognize the fact that your band is a part of a show.* Plan your programs with an eye to the spectacular; then stage them properly.

5. *Be sure that your efforts can be seen and appreciated.* Low stands make many formations unintelligible. Use a plan board with figures.

6. *Use a fast tempo.* Service cadence (120-128) is too slow for field purposes. Too fast gives the effect of running. Freeport uses a cadence of 148. This makes every march snappy, and keeps the show really moving.

7. *Get flashy uniforms.* Something that appeals to the eye—not ornate—in a well-tailored uniform, will set off your Band, particularly in mass formations. Many uniforms when viewed individually seem perfectly adequate, yet do not give the desired mass effect from a distance. Most school colors lend themselves to uniforms, and much care and thought must be spent in arriving at a decision. Most uniform companies are good judges of proper outfits, and their suggestions are usually reliable. They are in that business, and it is to their advantage to know the newest and best designs and what materials to use. The Board of Education should provide these, the same as textbooks, musical instruments; or laboratory supplies. However, Service Clubs,



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8. *Develop confidence—not over-confidence.* Teach each student that he has a job to perform, and that is HIS RESPONSIBILITY to do it well. Make students dependent upon themselves. If you have three or four people who lead all the formations, a slight casualty, necessitating their absence, would be a major calamity.

9. *When parading, spread out.* This will make your Band appear much larger than it actually is, and formations or drills become more easily discernible. Shoulder-to-shoulder marching needs a mammoth Band to perform well on a football field.

10. *Work out all formations carefully in advance.* All students must know where to go so that there is a military precision; otherwise, the show becomes disorganized and not clear-cut. View formations from the various positions of the spectators. Strive for an effect that will be pleasing and understandable.

11. *Spot your instruments.* Sousaphones look best at the end, top, bottom or exact middle of formations. Make an exact balance—perfectly weighted. The bass drum MUST be in the CENTER of all formations, for appearance as well as musical necessity. Give your trombones room to play freely. Try to keep other instruments (cornets, clarinets, etc.) together as much as possible. Thus choirs speak together, and the necessity of having to listen for the beat is greatly lessened.

12. *Build your program to climaxes.* Patriotic formations are still effective, and make a good finale.

13. *Keep moving from one formation to another.* If you re-form into regular band formation after every drill, time is wasted and the show lags. Teach the students a formation (place them in it) and show them how to get there from regular band formation (files and ranks No. 1-A, B, etc.); then set up formation No. 2 in the same way, placing the students as before. On a signal, go from formation No. 1 to No. 2 on a drum beat. Count the number of beats necessary to get there. Divide by 2, and that is the number of measures of music needed. Continue this routine (No. 3-No. 2, No. 4-No. 3, etc.) until all formations have been worked out. Each time a new formation is taught, go back to the beginning, play the music selected, and go through the formations in order (1-2-3-etc.) as far as known.

14. *Begin with the idea of building an excellent unit.* Condone no mistakes and countenance nothing

OVER the past 15 years, J. Maynard Wettlaufer has built a national reputation for the Freeport (N. Y.) High School band, which is considered one of the finest marching aggregations in the land. Mr. Wettlaufer, who is chairman of the music department for the Freeport public schools, possesses an outstanding musical background. In addition to a wealth of practical experience as a conductor and an organizer, he owns several college degrees in music and has served as an executive on a large number of state committees. He recently attained one of the highest of all educational goals—a Doctorate in Music from the New York College for Music. He is in constant demand as a speaker at music conventions and clinics, and has written dozens of magazine articles and several books. His current article is reprinted from his book, "Building a Show Band," by permission of the publishers, Belwin, Inc. (New York).

but the BEST POSSIBLE. When the students realize that they must keep constantly alert, they will rise to the occasion.

15. *Spend all of your available time with this activity in the fall.* It takes time to learn anything, and repetition is the greatest teacher, if no mistakes are made. Thus, a three-hour drill period is worth MORE than three one-hour periods. Set up a workable schedule whereby you are free to handle this part of your job without interference. Spend the time necessary to perfect the entire show.

16. *Play music within scope of your musicians' ability.* Too often we want to "show off" our groups, and brag about how we can play Sousa marches on the street and during formations. Too many times these fine marches are merely skipped through, and all the music is left out. Two noisy cornet players blaring the melody to an accompaniment of a louder bass drum does not constitute a good band.

17. *Memorize all field music.* This is a very important detail, since it adds so much to your efforts everywhere. It makes immediate encores possible at concerts. It entirely eliminates the shuffling of music sheets and the possibility of losing parts on the field, with the embarrassing necessity of stooping to pick them up. It gives all players an opportunity to watch their positions on the field, and time can be taken to be sure

(Continued on page 74)



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# To Your Boys' Good Health

By C. O. JACKSON

Professor, University of Illinois

**F**ROM the time of the development of the Seven Cardinal Principles of Education in 1918, to the more recent finding of the Educational Policies Commission in 1938, health has been listed as of first importance in education. Today, this fact is re-emphasized in every statement of goals and objectives, and apparently is an integral part of our American philosophy of education.

In too many instances, however, nothing specific or constructive has resulted. "Lip service" is a vice all too prevalent in education, and nowhere has this been more apparent than in the area of health education. Many schools which pride themselves on the fine education they are providing the young people of their community, might be embarrassed when asked to show specifically what they are doing for the present and future health of those same youngsters.

Perhaps the time is at hand when those schools, in fact every school interested in improving health education, should take "time out" to study their offerings in light of the health needs of their pupils. Certain gaps or weaknesses in the curricular offerings may be revealed.

Even more important may be the fact that mere knowledge and little understanding, mere memorization and little action are the chief but questionable emphases in health education. Our leaders in this area agree that unless we modify or change behavior, and unless we develop the right attitudes toward health, very few course requirements or subject matter experiences will help much.

In the fall of 1948, a group of graduate students in an extension course, studied this problem and developed a set of basic beliefs or principles to be observed in organizing and conducting a school program in health education.

Workshop techniques, including free discussion were used throughout, so the final statement represents group thinking and agreement. Since all the class members

were actively engaged in teaching, the practical application was given adequate consideration.

The list which follows should be helpful to administrators, school boards, teachers, and community groups who wish to evaluate their present program, or to similar groups who hope to initiate one.

These principles are, by their very nature, fluid and ever changing. This is so because ours is the task of meeting the needs of youth, and their needs are never static.

## General area:

1. The organization and administration of a school health program should be controlled by a single, executive department. This is necessary to establish the fine network of interrelationships between the departments of our educational system and health education, and also between the different areas of health and the many agencies outside the school.

2. A separate department of public relations in health education should be created and developed. If this is not possible, then the school publicity department must take over this important function.

The public must be made aware of what is being done while it is being done, and what the school, through its program in health education, hopes to achieve in the future. When they understand the needs of the young people in their community and the plans for meeting those needs, they will usually be more willing to cooperate, both actively and financially. Develop the fundamentals of a program that you may be proud of, and then "sell" it to the community.

## Health environment area:

3. The school board and the administration must provide and maintain a well-located school plant equipped with adequate facilities and materials of learning necessary

to carry on an effective program in health education.

The seven main hygienic areas are: (1) Adequate protection against fire and other life and health hazards, (2) Healthful air conditions, (3) Sufficient natural and adequate artificial light, (4) Equipment constructed to meet the individual health needs of children, (5) Sanitary provisions for drinking water, toilets, and handwashing facilities, (6) Properly equipped playgrounds and indoor play space, (7) Janitorial service, judged primarily by the quality of constructive contribution to the health of pupils and teachers, practical service, and personal service and influence.

4. The school day should be arranged so that the pupil has sufficient time to eat, rest, play, and study to the end that his learning will be most efficient.

Under the stress of academic "musts," we often overlook the vital importance of considering the whole child. Insofar as possible, each must be considered as an individual, and his in-school program adjusted to meet his needs within his capacity. Securing cooperation from the community and the parents may also improve the out-of-school program in many instances.

## Health service area:

5. An active, functioning health council, representing the school, community agencies, parents, teachers, and pupils should be part of any plan of health education.

A successful program in this area is largely dependent upon the ultimate correlation and cooperation between the community and the school. This can be accomplished best through the development of a health council so that the responsibilities of both the school and the community can be defined adequately, and each year, help everyone more nearly approach the goal of better health for all.

6. Every school should plan for an adequate health examination of all pupils, the frequency and type to depend on the needs of the in-

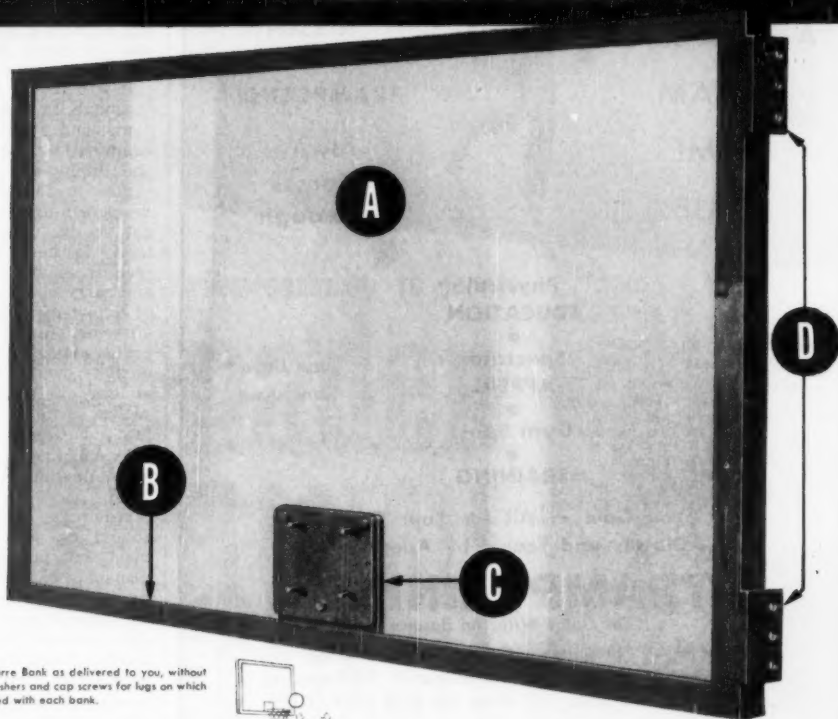
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A COACH'S  
DREAM  
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dividual school and community.

Such examinations are just as necessary to find out the present health status of the individual, as are the many educational tests to learn the needs in the mental area. There should be provision for adequate follow-up and correction, and cumulative records accessible to responsible persons. Teachers and parents may assist in many of the preliminary steps immediately prior to the actual examination. Similar examinations and records should be provided for the school staff.

7. Each school should have a qualified nurse or nurses available at all times. Other professionals such as physicians, dentists, and psychiatrists should be added to the city or county school staff as funds and the needs warrant, or should be available on call as needed.

It will be the duty of these professionals to assist in case of accidents and illness, to give health examinations to pupils, teachers, and employees of the board of education, to administer and assist in the screening tests of hearing, visual acuity, dental, and tuberculin tests, to keep cumulative health records up to date, and to organize and carry out an adequate program of follow-up to insure correction of all remedial defects. Whether these professionals are readily available or not, every school should have at least one person, teacher or employee, who is qualified to give first aid.

8. All schools should provide in every possible way for the atypical child.

Adequate facilities and staff should be provided to meet the needs of pupils with defects of hearing, sight, speech, emotion, or intelligence. Some adjustments can be made quite successfully within the average class, provided the teacher has had some training along these lines, the class is relatively small, and some facilities and equipment are provided. Perhaps the best procedure is to have one or more special teachers in a system to help, advise, and assist in carrying on such programs.

### Health instruction area:

9. Every school should have an educationally sound, well-thought out, and carefully planned program of health instruction, offered for credit toward graduation.

Such a plan of instruction should allow for adequate provisions for individual differences, needs, interests, and capacities. In addition, every effort should be made to develop ideals and attitudes toward



health, resulting in the formation of acceptable habits, rather than the learning of quantities of health facts, many of which may be only partly true. Since there must be action and activity on the part of the pupil, now and in adult life in order for health education to be effective in living, knowledge should be stressed only as a tool in helping develop habits.

10. Such an instructional program should be administered by emotionally adjusted, mature persons who have had adequate professional training.

Health instruction is, in all its aspects, a job for personnel trained and interested in health education. If this task is assigned to poorly trained teachers, or those lacking interest and enthusiasm for the area, the result may be more harmful than beneficial.

11. All pupils should be enrolled in the planned health instruction program during the elementary and secondary school years.

This should be a required course with activities, time, and credit comparable to any other course. As a minimum it should meet twice weekly at the elementary level, and daily for two semesters, either the freshman or sophomore years, and the junior or senior years, in high school.

The emphasis should be on purposeful and challenging pupil activity. The program in health instruction must never be thought of as a substitute for part of the activity program in physical education.

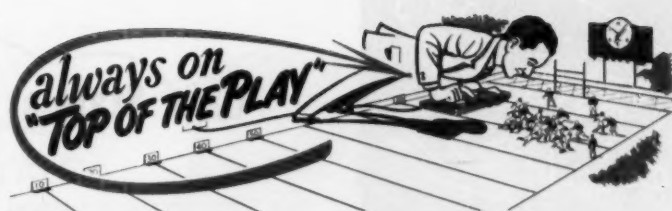
12. There should be a health instruction laboratory or class room complete with the necessary health teaching materials and resources.

For any course to receive its just place along with other academic subjects, its "props" should not be slighted. The pupil-teacher relationships, in their cooperative endeavor of building lasting health habits, is greatly enhanced by an environment which encourages and stimulates the accomplishment of the task at hand. The board of education must realize that an effective program in this area costs money.

13. Health instruction should not be limited to a course or courses, but must be integrated and correlated with all subject-matter fields and other areas of emphasis under the direction of the school.

Health is vital for living most efficiently and happily. It follows logically that its teaching is a responsibility shared by all who come in contact with the child. Such integration should include both direct and incidental instruction, setting

(Concluded on page 75)



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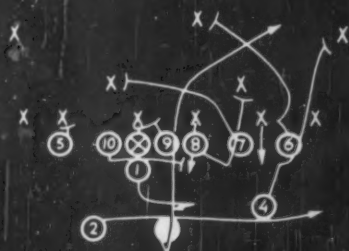


# Ohio State's Unbalanced T

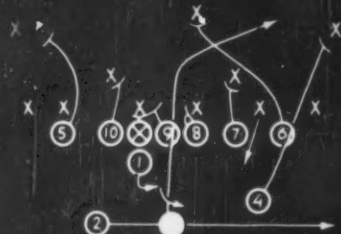
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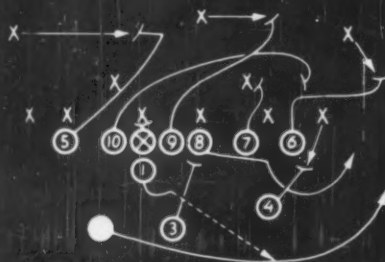
Diag. 7



Diag. 8



Diag. 9



Diag. 10



Diag. 11

**Diag. 7** delineates an end-around play which has a tremendous pull on the DLE and DFB.

No. 4 fakes block on E, then slides into flat to block HB.

No. 3 heads straight out and comes back on E.

No. 1 hands off to No. 2, then continues to swing wide as personal interferer.

No. 2 accepts ball from No. 1 and runs off-tackle course as in Diag. 2. He cuts up toward line, stops, turns, and pitches a lateral to No. 5, who has come up to point six yards back of No. 6. No. 5 follows No. 1 outside end.

C and No. 8 run off-tackle course, taking S' and DFB, respectively.

No. 10 moves quickly on DRT to prevent him from following play.

Diags. 8 and 9 show how we use our fullback on inside plays, while Diag. 10 shows how we get outside after faking up the center.

**Diag. 8** outlines a delayed hand-off trap.

No. 4 fakes at LT and continues downfield to block LHB.

No. 2 crosses in front of No. 3, accepting fake from No. 1.

No. 3 steps back to allow No. 2 to cross in front, then accepts hand-off from No. 1 and bucks into line between Nos. 9 and 8.

No. 7 blocks DC, while No. 8 steps out and goes through for other backer-up.

C and No. 9 post and power man in front of C.

No. 10 pulls and traps DG playing in front of No. 8.

**Diag. 9** is a quick hand-off over guard.

No. 1 hands off to No. 3, then fakes pitch-out to No. 2, who fakes outside play.

No. 4 fakes at E and continues downfield to block LHB.

C and No. 9 post and power DG in front of C.

**Diag. 10** presents a pitch-out to No. 2.

No. 1 fakes to No. 3 bucking into line, then pitches out to No. 2, who receives ball somewhere in area behind No. 6.

No. 3 accepts fake from No. 1 and bucks into DG playing in front of No. 8.

No. 4 screen-blocks DE.

No. 7 goes right through on DFB.

No. 8 pulls at E, buckets around him, and blocks first drifter to inside.

No. 9 goes right on through for S, while No. 10 goes through and peels back on anybody drifting to play.

**Diag. 11** illustrates a sweep to the short side employing the same type of faking as in Diag. 1, but with different men doing it.

No. 1 hands off to No. 4 who skirts end.

No. 2 throws outside screen block on DRE.

No. 3 swings wide of E and blocks RHB.

C pulls close to line as if to block E out. At last moment, he buckets around end and takes DC.

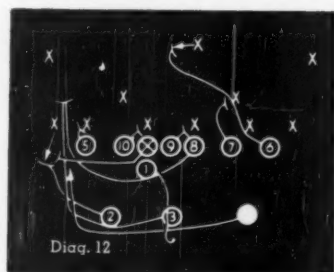
No. 9 goes through for S, while No. 7 goes through and peels back on any drifter.

**Diag. 12** is our power off-tackle play to the short side.

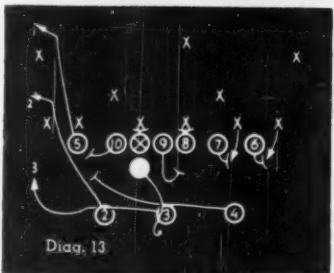
No. 1 hands off to No. 4, who fakes sweep until he reaches point back of No. 5, where he cuts sharply upfield.

No. 2 throws an outside screen block on E, while C pulls and blocks E out.

(Continued on page 60)



Diag. 12



Diag. 13

**" IN BASKETBALL, IT'S  
THE FUNDAMENTALS  
THAT COUNT... A PLAYER  
IS ONLY AS GOOD  
AS HIS FEET! "**

## Help protect your team with **"P-F"** Basketball Shoes!

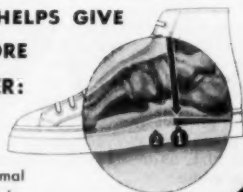
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wedge helps keep the 3 main  
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decrease foot and leg muscle strain...  
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Molded, tan, non-marking, positive-  
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Get the most out of your team!  
Whether you buy equipment or players  
buy their own shoes, *insist* on **"P-F"**  
Basketball Shoes!

**Specify "P-F" Basketball Shoes made only by B. F. Goodrich and Hood Rubber Company**

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Investigate the many extra features not found in any other combination control panel and scoreboard. Simplicity of operation . . . even a child can run. Learn how score is projected faster . . . how it is possible to correct an error simply by pushing a reverse button. Find out about the smart appearance . . . the excellent readability in the brightest gym . . . rugged construction . . . trouble-free mechanism that requires a minimum of service over many years of use. Discover how simple installation is . . . anywhere in the gym. Learn of the many combinations manufactured by us. All fully guaranteed.



Scoreboard 52 1/2" long, 32 1/2" high, 12" deep. Large 2 1/2" timer. 0" numerals.



Control Panel 2 reverse buttons . . . home and visitors. Reset button clears board, turns off projection lamps.

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**Minerva # 145-A, 1/100 Second Timer**  
Single or Double Action  
One revolution in 3 seconds.

Send for catalogue 1950SC illustrating complete line of Stopwatches, particularly:

**Minerva # 144 New Sprint Timer**  
1/100 SECOND, ONE REVOLUTION PER SECOND, AN EXCLUSIVE MINERVA MODEL WITH UNBREAKABLE AND RUSTPROOF COIL SPRING MECHANISM, a feature found on no other timer. Specialists in repairing all makes.

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No. 3 fakes to skirt end. At out-side edge of hole, he cuts sharply upfield to lead No. 4 through hole.

No. 8 pulls and hits hole shoulder to shoulder with No. 3, taking any man in hole or first man to inside.

**Diag. 13**, a fan pass to the short side, depends a lot upon the faking of No. 3 and the faking and blocking of No. 4.

No. 2 fakes a block at E and slides out into flat.

No. 5 breaks for RHB and cuts so that S cannot cover him.

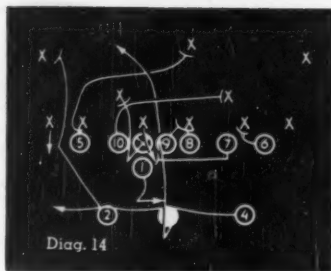
No. 1 fakes to No. 4, sets up, and passes to No. 2 or No. 5. No. 3 is outlet receiver.

No. 9 drops back as safety protector.

**Diag. 14** outlines a delayed trap up the center with the fullback carrying the ball.

No. 1 fakes to No. 4 and hands off to No. 3 up center.

No. 2 fakes block at E and slides through for RHB.



Diag. 14

No. 3 steps back to allow No. 4 to pass in front, then accepts ball from No. 1 up center.

No. 5 fakes block on RT and then goes downfield to block.

No. 10 goes through to wall off DFB.

C steps backward to allow DG playing in front to penetrate, then slides through to block DC.

Nos. 9 and 8 post and power.

No. 7 pulls out and traps DG playing in front of C.

## Indoor Football, a New Gym Game

By **CLYDE R. BATTIN**

Roosevelt Jr. H. S., Columbus, Ohio

**I**NDOOR football is a gym game embodying all the thrills of real football, but which may be played with complete safety by indoor phys ed classes. Only a general knowledge of football by the players, and a few minutes of explanation and demonstration by the instructor are necessary to start a game.

Each team is made up of 11 players, and a volleyball is substituted for a football. For junior high classes, five or six plays are enough. This will keep the game interesting and eliminate the confusion caused by trying to remember too many assignments.

Both teams, after taking their positions, must assume a blocking and charging stance by bending over and grasping both ankles. This position must be held until the ball is dead.

The linemen execute their assignments from this stance by making contact with head and shoulder and attempting to shunt the opponents aside. The offensive center keeps one hand free and makes his pass by rolling the ball. He must then grasp his other ankle before contacting the defensive center.

The backs set up with one hand grasping an ankle and the other free to receive the ball. Blocking backs must grasp both ankles before interfering for the ball-carrier or serving as a decoy.

Tackling is executed from the same position. The defensive men must butt into the ball-carrier and knock him down or completely stop his forward motion. The hands must be kept on the ankles throughout the process.

For forward passing, the thrower may move to any position behind his

line before releasing. But he must retain hold of one ankle while moving. Both hands must be used on the throw—the pass must be a two-hand overhead throw. Receivers may release their ankles to make the catch only when the ball is thrown, and must grasp one ankle again before advancing.

The recommended lineup is a balanced line for the offense with every back in position to take the snap. The best defense is a 7-2-2 formation with the center head-on with the offensive center, the guards squarely opposite the offensive tackles, and the tackles opposite the offensive ends.

The basketball floor becomes the field of play with the endlines representing the goal lines. The offensive team, decided by a coin toss, puts the ball into play on its own goal line and must score in four plays or relinquish the ball at the spot where the ball was declared dead after the fourth down.

One official, in the position of a head linesman, can run the game well. Rule infractions by the offensive team are penalized by the loss of a down. If the violation is by the defensive team, an additional down is granted the offensive team.

A further advantage of this game is that it enables use of limited indoor space by more men than does basketball. We have found it quite a satisfactory substitute for outdoor tag football.

Watch Their Weight For  
A Winning Performance!

# POSTUM'S

## Football Weight Chart

(See Reverse Side of This Page)



ROLLIE BEVAN, famous trainer  
of West Point stars, says:



An athlete needs IRON NERVES. He can't take a chance on "Coffee Nerves." That's why I always recommend 100% caffeine-free POSTUM as the ideal meal-time drink!

# Instant POSTUM

A Product of General Foods

**CUT OUT THIS PAGE**—pin up reverse side where team can check off their weight daily. Gives you complete record at a glance!

Postum's Football Weight Chart will be quick to reflect whether each member of your team is getting his sleep, eating the right food and enough of it. That's important, as every coach knows. And when it comes to proper diet—more and more coaches are recommending POSTUM as a hot mealtime drink. For Postum has advantages long recognized by coaches, trainers and top athletes.

### Here Are The Scientific Facts!

Both coffee and tea contain caffeine. And caffeine is a drug, a nerve stimulant. So, while many people can drink coffee or tea without ill-effect—others can't! Particularly in the growing years, it is important to avoid caffeine. For it can cause "coffee nerves," indigestion, sleepless nights. *Postum contains no caffeine or other drug—nothing that can possibly harm anyone!*

# FREE!

To acquaint more young athletes with the advantages of caffeine-free POSTUM—we offer 20 generous introductory samples of POSTUM. Distribute them to your most promising players—to help them train for the big games ahead. *Take advantage of this offer now!* Just drop a card to POSTUM, Box 362, Battle Creek, Mich., with your name and the name and address of high school at which you coach. Or use master coupon on page 87 of this magazine.





# POSTUM

## Football Team

### Weight Chart

**MEN**—Check your weight here daily

### Coach

## These Stars Drink Postum Regularly—Do You?

Postum is my choice  
for a mealtime drink!  
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## Three-Back Soccer

(Continued from page 28)

beaten by their opponent.

For obvious reasons, the center back must be most adept in these matters. Strategically placed, in the center of the field, he is faced with the center forward, usually the opponents' most dangerous goal threat. In addition, he will be called upon to cover on both right and left in a critical situation.

All of the three might well be above average height, though this is not a "must." Superior ability may compensate for lack of stature.

However, height and speed are much more important in the center back than in the other two. When playing against a center forward of average or better height, it is well to have the extra lead in jumping for head balls. A clever performer in the center of the line who can control head balls will establish scoring opportunities regardless of his opponent's brilliant footwork.

For example, a leading Eastern college team played flawless three-back ball on all save two occasions last season. The scores on those days were 3-2 and 5-2 against, and on each occasion their short, rather slow, but otherwise brilliant center back was faced with very fast, tall, and equally brilliant center forwards. The three goals in the first instance and three of the five in the second were scored by these center forwards.

This was not the case of a weak player playing the center back position, but, rather, one who had not all the necessary qualifications, for the player had been selected on at least two all-star teams in the previous season at a wing half position.

He was definitely out of place. As an offensive halfback, on the wing, his work had been artful and effective. As a center back, playing against (on these two occasions, only) finely finished and poised center forwards, his lack of speed and height told, and he was beaten in enough situations to give his opponents a winning margin.

Positioning, then, needs careful consideration on the three-fullback team. Speed is definitely a requisite and height only secondarily so. In addition, careful, dogged intentness to the job of man-to-man coverage must be a part of every component of the team.

(Coach Yonkers' next installment will cover the play of the wing halves and insides, and the wings and center forward.)

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## Supportive and Protective Aids

(Continued from page 7)

claim that their tape is tackier, stronger, and less irritating to the skin. The writer, who has been using nearly all the popular brands the past 15 years, doubts this.

Where the proper strapping and the right type of tape for it are used, and where the skin is properly prepared and the adhesive carefully applied—any adhesive will hold.

Regular adhesive can be used for most sports. Being pliable, strong, and tacky, it molds easily to a part and adheres strongly to a clean skin surface. Water, grease, dirt, hair, and perspiration tend to weaken the tackiness of adhesive.

But this problem can be handled. Benzoin, special adhesive adherents, and rubber cement, when placed on the skin before strapping, will provide a good strong surface for the tape to adhere to.

Similarly, shellac painted over the tape will waterproof it and prevent dust and grease from loosening it. For additional strength, the strips may be overlapped—one over another or folded under the edges of the length of the adhesive.

Probably the most important functions of adhesive are protection, compression, and immobilization. Tape will protect against overstrain in a weakened muscle or joint and will provide compression, thus preventing an accumulation of fluids that always follows an injury.

It will also immobilize an injured part to permit rapid healing and alleviate discomfort by relaxing all the structures around the injury.

Waterproof adhesive tape possesses the same adhesive qualities as regular adhesive. But it has a shiny shellacked outer cloth surface that prevents water from penetrating and thus weakening the tackiness of the tape.

In football, it is used in damp weather over regular adhesive strappings to prevent them from loosening up. It is not very satisfactory for daily use because it is stiff, rather difficult to apply, and will not adhere very closely, especially over pointed or irregular surfaces.

Reinforced (husky) adhesive is also a regular type of adhesive but with a reinforced cloth backing. It is used to strengthen regular bandages, keep supports in place, or for repair of torn uniforms or padding. This bandage is not recommended for taping of ankles, knees, or other joints. It is bulky, unwieldy, and hard to tear; therefore, its field of usefulness is limited.

Adhering gauze is a self-adhering type of gauze bandage. It will not adhere to the skin, hair, or clothing and yet will stick to itself. It has a definite advantage over regular adhesive in providing support or keeping pads in place during activities where there is moisture, grease, or dirt on the part needing support.

Another advantage of this bandage is that it will not irritate allergic skin or leave a gummy substance on the skin when being removed, as does regular tape. A disadvantage, however, is that it does not have the strength or rigidity of adhesive, especially for support in contact sports.



Location of acromio-clavicular sprain, or shoulder separation, caused by falling on outstretched arm and by poor padding (when blocking in football).

Elastic bandages are different from gauze and rubber bandages. One is all cotton made with a special weave and contains no rubber, yet it can be stretched to twice its length. The other is made in the same manner but with a rubberized thread (lastex) that insures elasticity and furnishes extra pressure.

These bandages provide a snug, firm pressure without the discomfort of rubber. They can be used as a preventive or supportive wrapping for ankles, knees, elbows, and shoulders. Probably their most effective use is in reducing swelling around the knee and ankle joints.

Although the bandages will provide support and tension, they still aren't adequate enough to provide good support to pulled muscles or torn ligaments in a chronically weak part that must be used.

Elastic adhesive bandage is the usual elastic type of bandage but uniformly coated with an adhesive plaster mass of the type used in reg-



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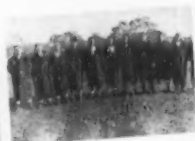
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ular adhesive tape. This wrap is most useful in knee and thigh bandaging (it is too bulky for ankle or foot support). It can be applied snugly and kept in place for several days without loosening or slipping.

In the so-called "charlie-horse" or "pull" injuries of the thigh, when hemorrhage is present, the adhesive qualities of the bandage will hold it in place and its elasticity will permit a tight but not uncomfortable compression of the part. In knee injuries it will prevent or diffuse swelling in that joint. Its chief disadvantage is its cost and also that it can be used only once.

**Medicated elastic bandage** is a British-made plastic bandage that is elastic and also impregnated with methyl salicylate, a medicant that acts as an irritant. It produces a sensation of heat when applied over the skin. It is not unlike the elastic bandages described above in effect, although it is not as pliable. Its added advantage is that it produces heat over the part wrapped for as much as ten hours.

**Canvas wraps** are inexpensive bandages that are made of sturdy canvas and can be used over and over again. They are used for supportive purposes usually on ankles (2 inches wide, 84 inches long) or the thighs and knees (4 inches wide, 84 inches long). In many schools, athletes are given these bandages and instructed in wrapping their weak joints with them. Thus the individual player learns to take care of himself.

Herein lies their advantage; they will save time for the coach and player, and if used properly will give good support to a weak joint. Although they will not provide as satisfactory support as adhesive strapping or the adhesive elastic bandage, and are not recommended for very weak and painful injuries, they will furnish satisfactory support in a chronically weak part and can be used as a preventative against joint injuries.

**Rubber bandages** are made of thin para rubber 3 inches wide and 6 feet long. They are very elastic and exert great pressure on the part wrapped, yet give under muscular contraction. They are easily applied and can be quickly removed without irritating the skin. Because of their tendency to roll together, they are not used around joints. Tape, when applied over this bandage, will tear it when an attempt is made to remove the adhesive.

**Moleskin** is a plaster that differs from regular plaster (tape) in having a heavier wrapped cotton backing. It may be used as supportive



strapping but finds its greatest use as a pad over parts where friction is prevalent. It is used most frequently on the foot as a preventative against blisters, callus, corns, etc.

**Lastex** is a trade name for a plastic rubberized material wrapped as a bandage that is very elastic and yet adheres to itself. It will not adhere to the skin.

It finds its greatest usefulness in basketball, tennis, handball, and other sports where fast starts and sudden stops are made. As in the case of moleskin, it is used on the feet, mostly against friction, to prevent formation of blisters, corns, callus, and burning of the front of the foot and toes.

**Foam rubber** should be part of the medical equipment in most sports. It is sold in sheets and comes in different thicknesses ranging from one-fourth to one inch. It is used extensively in football as a cushion against blows or falls on joints, especially the knee, hip, and shoulder. In other sports it is used in the shoe, to absorb some of the pounding that may bruise the heel or weaken the arch.

**Felt** comes in many grades and thicknesses, ranging from the coarse felt used for padding football uniforms and pads to that used by chiropodists. It comes in sheets and may be cut out in various ways and for different parts of the body.

It is used as a cushion against blows directed at injured joints or to relieve a part from friction. In the form of pads, it is used on pressures and friction on the feet and toes.

**Elastic supports, braces.** Since braces of any type that are rigid and hard have been outlawed in sports, little need be said about them. Suffice it to say that they were a constant source of danger to the player and his opponent.

Elastic supports are made to fit almost any part of the body—ankle, knee, wrist, elbow, thigh, etc. When new, they provide pressure without giving security. In fact at times they constrict the part and are uncomfortable. When used for any length of time, these supports lose their elasticity and provide no support at all. A knee or ankle can be sprained with or without an elastic support.

In a sprain or strain, pain and weakness are localized and pressure and support should be directed there. But the pressure and support of an elastic bandage are spread equally around the part or joint.

Next month: An illustrated treatise on special bandages and supportive aids used in the most disabling injuries.

## Riflery "holds important place among extra-curricular activities"

writes **Raymond E. Leopold**  
Chaminade High School Rifle Coach



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## New Books on the Sport Shelf

- **SEAL-O-SAN BASKETBALL COACHES DIGEST, 1950-51.** Pp. 64. Illustrated—photographs and diagrams. Huntington, Ind.: Huntington Laboratories, Inc. Free.

THE tenth edition of the Basketball Coaches Digest is just as lively and as jam-packed with useful technical information as ever—which spells good news to the nation's high school and college coaches.

All in all, it contains 28 superb articles from *Scholastic Coach* and other coaching magazines during the past season. These articles cover a broad variety of subjects—fundamentals, offense, defense, etc.—and are heavily illustrated with splendid action pictures and diagrams.

Among the famous college coaches represented are Bud Foster, Hank Iba, John Bunn, Pops Harrison, John Wooden, Cliff Wells, Eddie Hickey, Ben Carnevale, and Harry Combes.

The book is yours for the asking. Just check the "Huntington Labs." listing in the Master Coupon on the last page of this magazine.

- **KINESIOLOGY.** By Laurence E. Morehouse and John M. Cooper. Pp. 435. Illustrated—photographs, tables, and drawings. St. Louis: The C. V. Mosby Co. \$4.50.

BOTH Morehouse and Cooper are associate physical education professors at the U. of Southern California, and two keener, more conscientious, and more progressive students of the science of body movements would be difficult to find.

Their book is a beauty—excellently written, soundly organized, and stunningly illustrated. Written mainly for students of athletics, physical education, and therapy, it has two objectives in mind: (1) to improve performance in work and sport, and (2) to make work easy and comfortable.

The subject material is covered in 24 chapters, namely: History, Relation of Function to Structure, Physical Capabilities of the Skeleton, Structure and Movement of the Articulations, Mechanics of Human Motion, Forces of Human Motion, Center of Gravity and Balance, Static Posture, Dynamic Posture, Myology, Muscular Movement and Efficiency, Skill and Training, Walking, Running, Jumping, Falling, Lifting and Carrying, Hanging and Swinging, Spin and Bounce of Balls, Throwing, Striking, Catching, Swimming, and Indicative and Deceptive Movements in Sports.

Although the approach is soundly scientific, the text is simplified and liberally punctuated with examples and illustrations. Only an elementary knowledge of anatomy, physics, and physiology on the part of the reader is assumed, and most of the materials of these sciences are explained in detail when they are first taken up.

The final chapter (Indicative and Deceptive Movements in Sports) is designed for study by advanced athletes and coaches.

Materials commonly used in applied kinesiology are assembled in three appendices. Appendix A offers a tabular summary of the origin, insertion, and action of the major large muscles of the body. Appendix B presents a suggested outline for analysis of activities, and Appendix C offers a list of projects as examples of independent work to aid the student in formulating a project of his own.

Practically everything of importance is illustrated, either with single action photos or progressive action sequences. Many of the latter illustrations have been borrowed from *Scholastic Coach*.

- **BEGINNING SYNCHRONIZED SWIMMING.** By Betty Spears. Pp. 90. Illustrated—drawings. Minneapolis: Burgess Publishing Co. \$2.

THE word, *Beginning*, in the title refers to three aspects of the subject: Beginning material, beginning to teach it, and beginning to use it with a group of swimmers.

The book fills all three needs. It presupposes that the instructor is familiar with basic swimming techniques, swimming strokes, and plain diving, and that the instructor has a sense of rhythm and a basic knowledge of musical form or the willingness to become familiar with both.

The subject is approached along seven broad lines: Introduction, Strokes, Stunts, Stroke and Stunt Combinations, Accompaniment, Composition and Programs or Watershows.

All the techniques presented are the result of careful study and observation, and will enable the reader to "begin" synchronized swimming in his or her own aquatic program.

- **THE ABC WAY TO STOP SMOKING CIGARETTES.** By Conrad J. Dammann. Pp. 128. Illustrated—drawings. New York: Worth Publishing Corp. \$1.75.

DEDICATED to "My Ex-Charmer, Lady Nicotine," this lightly written, amusingly illustrated, entertaining little book is offered as a helpmeet to "those who, for reasons of health, the desire to save money, prove their willpower, gain weight, or for just plain cussedness, would like to 'Swear Off' the ubiquitous cigarette."

The author is not a hot-eyed reformer. A quondam prisoner (for a quarter of a century) of the "noble weed," he understands the spell cast by tobacco and how difficult it is to break it.

He does not belabor the nicotineist with threats of ultimate purgatory. But in simple, charming fashion presents all the facts and figures on to-

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A constant increase in speed by athletes throughout the world necessitated a new "Rate of Speed" chart for both the middle distance and distance runs. These, in turn, require new plans for the distribution of energy. The adoption in 1950 of the 180-yard low hurdles by the Na-

tional Federation of State High School Athletic Associations as an official race, demanded a discussion of it as well as the construction of a stride plan for this event.

Recent investigations have shown that not only a wider choice of food but also more calories should be provided for the athlete. It has also been found that the proper use of cold packs on the abdomen aids in recovery from fatigue. Such instruments as the bicycle ergometer are being employed for measuring capacity progress quite generally. The detrimental effects of cigarette smoking have been documented recently. All of these topics are discussed.

The text continues the original objective of providing direction for both the beginner and the finished performer in track and field events.

By GEORGE T. BRESNAHAN, Assistant Professor of Physical Education; formerly Track Coach, State University of Iowa; and W. W. TUTTLE, Ph.D. Professor of Physiology, State University of Iowa.  
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bacco and how the habit may be broken.

It is all perfectly sound and exceptionally readable stuff, and could certainly be read with considerable profit by young athletes as well as adults.

- **A SYLLABUS FOR INTRODUCTION TO RESEARCH IN HEALTH, PHYSICAL EDUCATION AND RECREATION.** By Karl W. Bookwalter and Carolyn W. Bookwalter. Pp. 89. Minneapolis: Burgess Publishing Co. \$2.

THIS syllabus offers a modern, comprehensive, intelligent guide to research in health, physical education, and recreation.

Aimed at the novice rather than the expert, it is organized in ten units: Nature and Purpose of Research; Selection and Definition of a Problem; Problems in Health, Physical Education, and Recreation; Using the Li-

brary; Standards for Written Work; Philosophical, Curricular, and Historical Research; Survey Research; Tests and Measurements and Research; Experimental Research; and Analysis and Interpretation of Data.

Specific reading assignments for the sub-topics of the units are implemented by topical outlines, guiding questions, and unit tests, and are supplemented by visual aids. All are the result of more than four years' experimental use of the syllabus by both authors.

- **PREVENTIVE AND CORRECTIVE PHYSICAL EDUCATION (Revised).** By George T. Stafford. Pp. 312. Illustrated—drawings and photographs. New York: A. S. Barnes & Co. \$3.75.

A DISTINGUISHED text since 1928, this book furnishes the reader with adequate information and guidance for giving the handicapped individual

the proper type and amount of physical education to meet his needs and capacity.

The text builds a sound basis for a program through (1) a clear presentation of the physiology of exercise, (2) thorough coverage of the effects of disease and malformation on the body; (3) emphasis on the integration of preventive measures in the regular physical education program, and (4) a complete discussion of physical therapy.

Much of the material contained in the first edition was used in the armed services' reconditioning and rehabilitation programs during World War II, and many of the newer physical medicine techniques developed during the war and in the Veterans Administration hospitals after the war have been included in the present edition. Much new material has been added and the obsolete material has been removed.

Stress is laid on the practical side of the work. Elaborate but impractical theory is carefully avoided.

- **THE DICTIONARY OF BASEBALL (With the Official Rules).** By Parke Cummings. Pp. 122. Illustrated—charts and drawings. New York: A. S. Barnes and Co. \$1.50.

BASEBALL has a fascinating lingo all its own, and the more you know about it the more you understand and enjoy the game.

In this book, Parke Cummings has arranged alphabetically all the terms—official, technical, and slang—that make up this language. Also listed are all the major league and AAA teams, together with their nicknames, and specifications such as permissible size of equipment, distances between bases, and the like.

Typical box scores, league standings, averages, and a scorecard are reproduced, and the complete code of rules is given at the end.

The definitions are terse and clear, and furnishes a handy reference for anybody interested in the game.

- **PLAYGROUNDS, THEIR ADMINISTRATION AND OPERATION (Revised).** Prepared for National Recreation Assn. by George D. Butler. Pp. 459. New York: A. S. Barnes and Co. \$4.

SINCE its original publication in 1936, *Playgrounds* has become a standard text for students in college and an outstanding reference book for playground administrators and leaders.

Though this revised edition covers practically the same subjects as the original volume, it has been completely rewritten and much new material added. The book indicates the enlarged function of the neighborhood playground, describes revised standards of playground space and leadership, introduces new and up-to-date programs, and discusses modern methods of dealing with a variety of playground problems.

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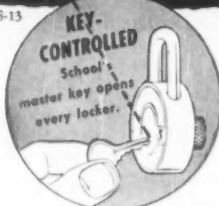
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- **TRACK AND FIELD ATHLETICS** (Third Edition). By George T. Bresnahan and W. W. Tuttle. Pp. 500. Illustrated—drawings. St. Louis: C. V. Mosby Co. \$5.

ONE of the greatest sports texts ever published, *Track and Field Athletics* is as wonderfully practical today as it was when originally published in 1938 and reprinted in 1948.

Every event is beautifully analyzed, illustrated with sharp drawings based on motion picture sequences, and supplemented with a complete schedule of practice. Also included are a comprehensive conditioning program, preliminary season preparations, physical aids, preparation for a meet, and track and field construction.

In this third edition, the material has been made to conform to the latest methods and the most progressive thinking. For example, the constant increase in speed throughout the world has necessitated a new "Rate of Speed" chart for both the middle distance and distance runs.

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- **THE THEORY OF CAMPING.** By Frank L. Irwin. Pp. 178. New York: A. S. Barnes & Co. \$2.50.

WRITTEN primarily for camp directors, counselors, administrators, teachers, and college students, this text answers the need for a restatement of the objectives and techniques of camping in the light of its growing recognition as an important and integral part of the general educational program.

It provides a comprehensive view of the educational aspects of organized camping an understanding of the part camping can play in achieving the goals of American education, and an acquaintance with the specific methods by which camping can be utilized to achieve these goals.

- **BADMINTON, THE INTERNATIONAL TEXTBOOK OF THE GAME.** By Doug Grant. Pp. 104. Illustrated—photographs and charts. Montreal: Graphic Publishing Co. \$4.

ONE of the greatest badminton players of all time, coach of McGill U.'s championship team, and badminton editor of Canadian Sport Monthly Magazine, Doug Grant has the ideal practical and analytical background to author a textbook of the sport.

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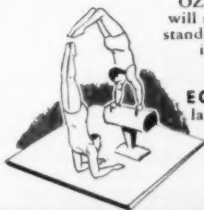
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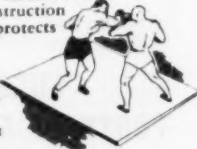
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world rankings and various national champions, and outlines the international rules of the game.

More important to the teacher, however, is the excellent technical analyses of the basic techniques. In easy-to-follow text and large full-page action sequences, Grant delineates the mechanics of grip and all the basic strokes. He also expounds strategy, defense, and tactics for singles and doubles.

All this priceless information is projected interestingly and sensibly, so that both the beginner and the expert can profit equally from it.

- FOOTBALL FOR ALL.** By Dr. Harold J. Parker. Pp. 100. Illustrated—charts and diagrams. New York: Saga Press. \$2.

FOR every boy who plays varsity football, there are perhaps ten who would like to learn the game but are never given the opportunity to do so.

The physical education class would appear the logical place to accommodate these boys. But instructors have been loath to try it. The assumption has always been that it is impossible to teach football in this area because of the limited equipment, time and facilities.

This assumption is wrong—and here's a book that proves it. The author, with 17 years of football coaching behind him, 12 as a head college mentor, outlines a mass instructional program that has been operated successfully in regular gym classes since 1946.

Organized in three sections, the book supplies detailed instructions for the teacher—complete lesson plans, time schedules, methods of teaching, practical drills, grading, and analyses of fundamental skills. Two sets of lesson plans are offered—one for the gym and the other for such times as the athletic field is available.

The material is soundly organized, clearly projected, and supplemented with 137 charts and diagrams of the class arrangement for mass drills and instruction, as well as of offensive plays.

All of this is applicable to both the experienced coach and the teacher without football experience. It is a streamlined plan well worth investigation by every man interested in a football-for-all program.

- SHERAR FOOTBALL SCOREBOOK (Revised).** 10 Games. Spokane, Wash.: Archie P. Sherar. \$2.

DEvised by a successful coach primarily for high school teams, including 6- and 8-man teams, this scorebook has been endorsed by H. V. Porter and more than 20 of the nation's outstanding coaches, whose suggestions were synthesized to bring the book up to date.

The book is 11¼ by 14 inches in size and is designed to cover a 10-game season. The actual scoring sheets permit the collocation of every type of statistics for both teams, quarter by quarter.

In addition, there are areas for player line-ups, statistical summaries, and individual summaries. Two complete sheets at the rear of the book are available for the season summary.

This thoroughly comprehensive coverage makes the book particularly valuable as a scouting aid. A product of 10 years of experimentation, the book has now been officially adopted by three college conferences.

- SPORTIME BAND-ETTE FOLIO.** By Acton E. Ostling. 13 Booklets and a Conductor Manual. New York: Belwin Inc.

SUPERVISORS of school bands will find this folio precisely what they're looking for. Designed to supply band music appropriate for use at football games and other sports events, it consists of 13 booklets and a manual for the conductor. Each of these books contains 28 specially arranged marches, songs, and pep tunes.

The music is arranged in a manner suggested at an Instrumental Institute at Ohio State U., namely, strengthening the important parts and eliminating those that add little when played outdoors.

There are just six different parts—melody, first harmony, second harmony, countermelody, bass, and rhythm (drums). There are no woodwind embellishments, no afterbeats. The arrangements are effective with small bands, and will make larger bands sound full and solid.

Each booklet sells for 40¢; the Conductor's manual is \$1.

- PARADE TECHNIQUE.** By Lawrence Johnston. Pp. 60. Illustrated—photos and diagrams. New York: Belwin Inc. \$1.25.

THIS practical manual for the marching band has been arranged and written for the purpose of presenting a method of instruction that will produce in the shortest possible time a marching band, a twirling corps, and a color guard that can be coordinated into a marching ensemble capable of presenting a complete musical show.

To perform its part well, each unit must be thoroughly schooled in certain marching fundamentals upon which all maneuvers are based. Section One is devoted to an explanation of these fundamentals and progresses from the simple individual movements to the use of instruments and the substitution of baton signals for verbal commands.

The development of the twirling corps is discussed in Section Two. The fundamental twirls necessary for elementary twirling is explained, and unison twirling is presented as the ultimate goal attained through a well-defined method of teaching and routine building.

Band courtesy and the color guard are presented in Section Three as a symbol of poise and dignity for all marching units.

The fourth and final section of the book presents a definite method of outlining the band formations and of coordinating the units and synchronizing them with the music.

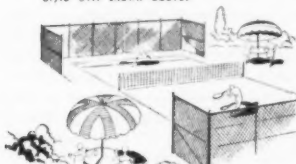


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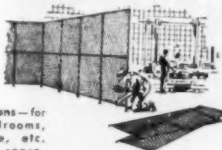


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that the marker is "30" and not "20", as a slight glance might do. It relieves that strain of worry that accompanies anyone who performs hesitatingly. When music is memorized, confidence develops. Be sure that the CORRECT parts are memorized. All students like to play solo cornet or solo clarinet, and unless care is taken, you will have the melody played in four octaves.

18. *Keep off the field during the actual performance.* It is the kids' show—and if they know that you will give commands from the sidelines, they will lean on you as a crutch, and will never be able to do really well alone. Make them

## Improve Your Show Band

(Continued from page 52)

self-dependent, and this will really pay off in a very few years.

19. *Start and stop together*—all at once—not like a line of automobiles in traffic. Start with something that makes a DEFINITE start. Play a fanfare and have the Band start marching **AS THEY START TO PLAY.** Finish with something spectacular, and come off the field as snappily as you enter. Use a drum or whistle signal, practiced sufficiently to be clearly understood by

the Bandsman. Keep alive.

20. *Do not Indian-file into letters* unless for a special effect. The magician does not show you how he does a trick.

21. *Believe in your students.* Demand more than you think they can do. They will surprise you and do it!

22. *Have your band do the maneuvers, drills, and formations.* Do not use a lot of "extras." If a small group is needed to numerically round out your idea, dress them in band uniform if possible, so that the over-all picture will not be spoiled. Occasionally twirlers can be used to advantage in augmenting your number to produce a certain effect. Resorting to all kinds of extraneous props, clowns, comic directors, cheer-leaders, etc., is NOT necessary, slows down your show, and puts your work in a class with cheap vaudeville.

23. *Make all movements on the field square*—parallel or perpendicular to the sidelines or yard-strippers—even when going into or out of formations or drills with curved lines or circles. This takes some time to teach properly, but enhances your performance with a look of accuracy.

24. *Space evenly.* A good rule to follow is that each musician should be halfway between the two people alongside of him. This is of prime importance, for few people will COUNT whether you have 12 or 13 players on each side of a formation, but they will SEE any gaps or holes where the symmetry is disturbed. Everyone must be alert, and "cover off" at all times, compensating for slight errors of others if necessary. Instead of continuing an error, if only for five seconds or so in a formation, a slight movement to equalize distance will balance the formation correctly, and this movement might even look intentional.

25. *Always march forward*—do not parade sideways or backward. If a student must move to a new spot to the rear, have him about face and walk AHEAD. This will eliminate much of the shuffling or what appears to be indecision on the field.

26. *Keep the left foot on the beat.* Too often otherwise good performances are spoiled by carelessness in this simple fundamental law. You must eliminate all "right-foot beaters" until they can accurately apply this rule in practice.

27. *Develop a uniform knee-bend.* Snappy struts followed by shuffling



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feet present a noticeably incongruous pattern. Teach the Bandsmen to lift their heels. Mark time ALL of the time unless the signal is given to stand fast.

28. Read all you can about marching and show bands. Many magazines carry articles from time to time about different phases of this activity, and ideas can be gleaned which may be adaptable to your situation. Several books have been written which are well worth your time to read.

## Your Boys' Health

(Continued from page 57)

acceptable patterns of behavior for pupils, and encouraging them at all times toward building worthwhile habits in health.

14. A daily program of physical education should be an important part of any school program in health education.

This should be a well-rounded, functional program, stressing a wide variety of offerings in big muscle activities, suited to the immediate and future needs, interests, and capacities of each pupil. While the emphasis should be on play in the elementary school, and organic vigor early in the secondary school, there must also be emphasis on teaching skills for leisure participation.






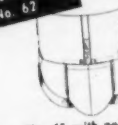



It should be realized by anyone engaged in this important work, and especially by a person or a school planning to organize and develop an adequate program in school health education, that the active interest and support of the administrator and the board of education is the first essential. As the teachers, and various community groups participate in the planning activities of the Health Council, they, in turn, must cooperate and assist in order for satisfactory progress to be made.

In planning such a program it must be borne in mind that the principles which have been presented, and the many which are implied, are only valid insofar as they relate directly to the child and his health, his physical, mental, and emotional development, and his acquisition of acceptable health habits, knowledge, and interests.

When the teachers in a school and the people in a community dedicate themselves to help each child attain his maximum health potential, then, and then only, will the first cardinal principle, Health, be stressed to the end that we may see a marked improvement in the health of Young America.

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Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 7 East 12th St., New York 3, N. Y.

**B**EFORE acquiring his reputation as the "Clown Prince of Baseball," Al Schacht was a pitcher for the Washington Senators. His first starting assignment was against the Chicago White Sox. Before taking the mound, Al was warned by Manager Clark Griffith never to throw a fast ball to "Shoeless" Joe Jackson, the Sox's feared slugger.

As luck would have it, Jackson came up in the very first inning with two out and two on. The catcher signaled for a fast ball. Al, puzzled, decided that the catcher's sign superseded the manager's instructions. He threw his fast one, and Jackson powdered it against the centerfield fence. Griffith came out of the dugout. "Al," he said, "I thought you were smart. But you're really the dumbest pitcher in the world."

"Mr. Griffith," replied Schacht, "this league must be full of dumb pitchers. I see where Jackson is hitting .390."

**'Twas May 30th** and the great stadium was jammed with fans who waited patiently for the big fight to begin. Suddenly an invisible band swung into the stirring strains of the national anthem. The crowd rose and listened solemnly to the song that means so much on this day of sad remembrance of our war dead. Then, in dead silence, they sat down.

That sterling announcer, Harry Balogh, reached for the mike. "Ladies and gentlemen," he cried, "before we commence the business of the afternoon, let me wish you all a happy Memorial Day!"

**Honest John Onslow** is gone from the big league managing scene, but his memory lingers on. One day he discovered a White Sox ball player and a baseball writer in a heated argument that was rapidly approaching the fisticuff stage. "Break it up, you guys," roared Honest John. "Now shake hands." The two boys did.

Several days later the same writer

approached Honest John with a typewritten list in his hands. "Jack," he said seriously, "I'm writing a piece about all the mistakes you've made this spring. Have I left anything out?" He handed the manager the list.

Honest John adjusted his spectacles. He spat reflectively. "Yeah," he said. "You left out the biggest mistake I made all year—not letting that player sock you in the jaw!"

**Richard Scott, of Monmouth, Ore.,** was covering a grade school basketball game for a weekly newspaper. It was a game of considerable importance since the loser would be eliminated from a tournament. Action was fast and furious, and the lead kept changing hands. Suddenly one of the players started weaving aimlessly around the floor, with his head hanging down.

The referee, fearing the boy was hurt, immediately called time. He walked up to the boy and asked what was wrong.

The boy looked up sadly. "Gosh, ref," he explained, "I lost my gum on that last play and I'm trying to find it."

**"Can any small college** with an enrollment under 650 match West Liberty (W. Va.) State College's football record?" asks Irv Rachlis. "Since Joe Bartell took over the coaching reins in 1939, the Hilltoppers have never lost more than two games in any one season. What's more, West Liberty has won 35 out of 38 games since 1946, and chalked up 25 in a row between 1946 and 1948. The team has not been beaten by a West Virginia school since 1942."

**"Just received my June issue** of Scholastic Coach, and as usual found a lot of helpful information in it," writes Henry Eckroth, of Fessenden, N. D. "I was particularly interested in Floyd Schwartzwalder's analysis of Princeton's single wing. It's a swell offense, all right, and that pitchout of theirs must be a blockbuster. According to the diagram of it (Diag. 7),

the defense is forced to use 12 men against it. Anyway, the diagram clearly shows a 7-2-2-1 defensive array. I am now going into my second year of high school coaching, and I would certainly like to use 12 men on defense."

This gentle irony is appreciated, and from this day on our diagram drafter is going to work with a rule book propped up in front of his nose.

**A famous jockey** came weaving home one morning with a deep gash in his forehead and blood streaming down his face. His loving wife met him at the door. "You no-good loafer!" she screamed. "What happened to you?"

The jockey squared his sagging shoulders. Drawing himself up to the full dignity of his 59 inches, he mumbled, "Believe it or not, honey, I bit myself."

"What?" screeched his spouse. "How could you bite yourself on the forehead?"

"It wasn't easy," replied the jockey. "I had to stand on a chair."

**Wonder what college** bagged Bert Born, the alpine hoopster of Medicine Lodge (Kan.) High School, when he graduated last May. We know that at least 30 colleges beckoned to him. The last time Bert permitted anybody to measure him—two years ago—he stood 6 ft. 8 in. An ambidextrous shooter, Bert averaged 25.1 points in 23 games last season, and in the state tourney dunked in 111 points in four games—a record. All of his clothes must be specially tailored. He wears a size 15 shoe that costs \$25 a pair, shirts that cost \$7.50, and suits that cost \$100.

**The Columbia and Georgia** football teams were having it out some years ago, when Thornley Wood, the Columbia quarterback, got a bad bang on the head and sank to the turf. The team doctor rushed out on the field to examine the stricken hero.

"What's your name?" she snapped.

"Thornley Wood."

"What's today?"

"Saturday."

"Who's playing?"

"Columbia and Georgia."

"He's okay," snapped the doctor to the ref, and ran off the field. The whistle blew for play to resume. Wood climbed to his feet, looked around, and then lined up with the Georgia backfield!

**That wraps up the first edition** of Coaches' Corner for the year. Maybe you think it's easy to knock out this stuff month after month. Believe us, it isn't. The well of anecdotes, records, etc., is shallower than you think. And we need the help of you coaches to keep the level high. So come on, men, keep those contributions flowing. Anytime you hear a good story or whenever your team chalks up some sort of record, let us know about it. Coaches' Corner is yours, and it can only be as good as you make it.



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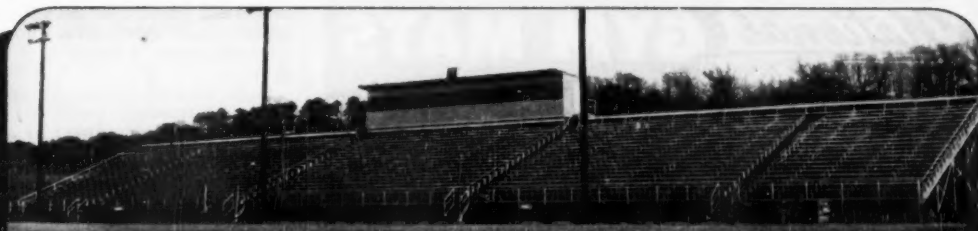
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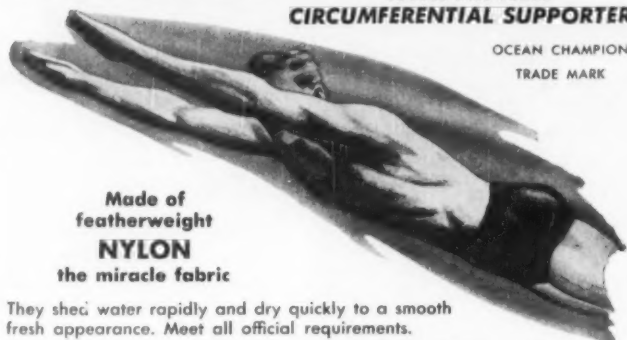
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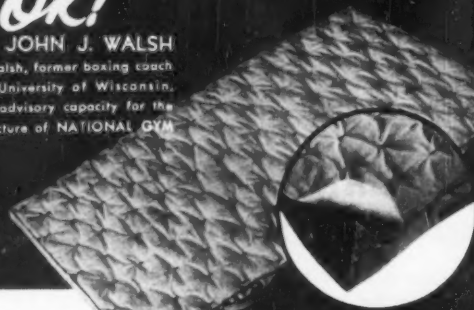
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# Ready for Fall!

By EUGENE A. CONKLIN

**F**ALL to many means football  
and the beginning of another  
school year. But to more and  
more coaches it means a great deal  
more. Athletic supervisors are be-  
ginning to realize that fall is the  
season when much can be accom-  
plished aside from the activities on  
the gridiron.

Just for example many coaches  
are scheduling individual confer-  
ences with each and every member  
of their gym classes. Sometime dur-  
ing September, the coach will make  
it a point to talk with Junior, if for  
no longer than a brief five-minute  
period.

During this bull session, the coach  
will inquire about the youngster's  
favorite sports, his birthday, the  
folks at home, what he plans to be-  
come. This information is jotted  
down on a "Student's Athletic In-  
terest Card," and enables the coach  
to find out whether or not the boy's  
parents favor sports. This informa-  
tion may come in handy at a later  
date.

Such student interest cards are  
gone over carefully since they also  
contain the coach's reactions as to  
the sports the lad would perhaps be  
best fitted for, notes on his weight,  
build, and other such pertinent fac-  
tors.

A number of coaches send indi-  
vidual birthday cards to all their  
gym students in an attempt to en-  
hance relationships between student  
and coach.

Still another activity now looked  
upon with considerable favor by  
coaches is the holding of a monthly  
sporting carnival in the months be-  
tween September and June. Each  
month a full schedule of events such  
as running, jumping, and other  
track activities, horseshoe pitching,  
sack races is offered.

When the snow sets in, an indoor  
carnival is arranged with fencing,  
archery, fancy skating, and target  
pistol exhibitions.

The important factor according to  
these members of the coaching fra-  
ternity is to schedule events which  
interest the student who for one  
reason or another is not a football  
or basketball fan. Boxing, wrestling,

jiu-jitsu are also included in these monthly carnival events.

Local merchants provide worthwhile prizes and the activity brings students into the fold who would not ordinarily come within the athletic director's province.

Perhaps one of the most novel activities for early fall is to appoint every student as a talent scout in the interests of the school. Each youngster is asked to keep a weather eye peeled for classmates who might be potential athletic timber but whose talents might be missed by the coach due to pressure of time and other contributing factors.

Each month starting with September a banquet is held. Every school student may attend and those who wish may bring with them a friend or classmate whom they feel might fit somewhere into the scholastic sporting scheme.

These banquets make all students feel part and parcel of the school athletic setup and bring to the attention of athletic directors, many prospects who would not of their own volition show up for training.

These, then, are a few of the recipes for a full and substantial fall season, one which augurs well for the sporting future of any school, large or small.

## Lineplay in the T Formation

(Continued from page 34)

be able to run like a back and catch passes better than a back. Since he has a better look at the plays than any other lineman, he is expected to be a good diagnostician. He must be rough and be able to move like a cat.

Since the end is usually pitted against the biggest opposing lineman, the tackle, and since he usually has a difficult blocking angle, he must be able to throw a good cross-body block and a reverse body block in addition to the basic shoulder block.

Whenever possible, however, he should attempt the shoulder block. This will enable him to slip off and go downfield.

The end is also a valuable blocker against linebackers. The body block is the chief weapon in such assignments.

Needless to say, the end must be a very good faker on passes. He has to fake the tackle and linebacker to get out in the secondary, and once in the secondary he must fake the halfbacks to break into the open.

He should catch the ball with a free movement of the wrists, keeping the fingers relaxed. He should not reach for the ball with his hands until he thinks he is in the right position.

In going down under kicks, he should try to keep the ball inside of him. The only time he should look up is when he hears the tell-tale "thud." This is necessary to discern the direction of the kick, but it should be done in a split-second.

On defense, the end should try to force the play to the inside. On end sweeps, he should attempt to force the ball-carrier deep behind the line of scrimmage, so the linebackers can come up and make the tackle.

The end must be able to crash and drift, and he is in the best position to pull down passers behind the line. When rushing kicks, he should not be afraid to leave his feet and try to block the ball as it leaves the punter's foot.

All this is a tall order, and it takes a tall, fast, tough kid to fill it.

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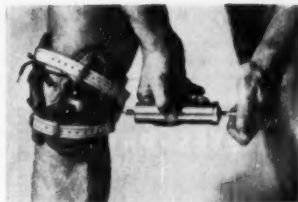
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## Cracking the 8-3

(Continued from page 48)

tion, flankers, or end-splits. **Diags. 30-33**, will prove to be strong weapons of aerial attack.

The pass in **Diag. 30** is effective against a loose-lined 8-3 which drops the off-end or plug-man and reacts to short motion with only moderate adjustment. The ends can be broken to the outside in a variety of patterns, the essential thing being that they do draw defenders away from the middle area.

The quarter and fullback fake a fullback delay, which sends the full up the middle and into the open area. The quarterback swings wide, as if starting to turn the end on an attempted bootleg. As the full races into the clear, the quarter pulls up and fires a quick one to him. If the full is covered, one of the ends should be open.

One caution to be noted, however, is that if all eight defensive linemen are rushing, the farthest one from the passer will not be checked by a blocker. Hence, even with considerable deception, the execution will have to be snappy, and the play cannot be repeated with impunity against this particular variation of the defense.

**Diag. 31** shows a quick lateral pass to the man-in-motion, who has hooked back from the sideline toward the play, and who, immediately on reception, wheels and rifles a deep one to the near end who has gone down and out.

### LATERAL MUST BE FAST

The lateral must be extremely fast and must be accurately thrown in such a manner that it whips right behind the backs of the full and half as they drive up to make their blocks. The man-in-motion must turn, come back, receive, spot his own target, and throw in one rhythmic sequence of movement if the optimum results are to be obtained.

It was on a lateral-forward maneuver like this that the East struck for a spectacular 47-yard touchdown in the Shrine game last New Year's Day. That particular effort, featuring the combination of Galiffato - Chollet - to - Chadnois, differed from the above-described pattern chiefly in that it held the end in as a blocker, while Chadnois, playing offensive right-half at the time, went downfield as the deep receiver.

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The remaining two pass-plays, **Diags. 32 and 33**, illustrate other ways of striking through the air against defensive teams which stay with the 8-3 even when motion is used.

In **Diag. 32**, the right end breaks down and out as swiftly as possible to get the angle on the defensive halfback and screen him. The motioned back turns with the snap of the ball, comes back in sharply as if to block the defensive end, then turns out into the flat.

If the passer is given adequate time to permit the receiver and screen man to run their pattern before the throw must be made, the pass should go.

If the defensive halfback evades the screen, the end is almost certain to be wide open as an optional receiver. Should the halfback evade the screen and the safety-man pick up the screen-man, the motioned back has only to break in over the middle to take an easy throw in that area before the far defensive halfback can interfere.

In **Diag. 33** a flanked end and motioned halfback are used to spread the defensive secondary and loosen the line. Note that on the side to which the end is widened, the tackle is also split. Then, with both ends going down fast to screen the defensive halfbacks in the manner indicated in the diagram, the right half darts through the gap inside the wide tackle and takes the pass over his inside shoulder about three strides after he has crossed the line of scrimmage.

The future of the 8-3 is difficult to forecast. Some contend that it never will be more than a supplementary type of defensive alignment. Others see in it the promise of a means of throttling the flashy T offenses which have been running wild for fully a decade.

One thing is certain—every well-balanced T-offense must provide either for driving the opposition out of an 8-3, or for hitting them hard and effectively while they remain in it.

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## Place Kicking

(Continued from page 14)

so that the left leg leaves the ground naturally as a result of the body momentum after it has met the ball.

**Kickoff.** The ball is placed on a tee, tilted slightly towards the kicker, who is six and a half yards back or more depending upon his stride, which varies with each boy.

There is no hard and fast rule for the number of steps. The idea simply is to get the ball as high and as deep as possible. A four-step approach is advocated with the left foot being planted about 12 inches from the ball. This prevents the kicker from getting too far underneath it. Power is lost when the left leg is placed up ahead and the man kicks back of the ball. It is better for the man to keep the ball in front of him, and meet it in the middle.

Last year one of my boys booted the pigskin into the end zone six times, which is quite an accomplishment for a scholastic kicker. Only constant practice and a knowledge of what one is doing can produce such performance.

**Holding the ball.** The holder is just as important as the kicker. A cool, precise spotter not only puts the ball down in the best position to be kicked, but gives the kicker confidence.

The stress should be placed on a comfortable position of the legs and arms. The left knee is placed on the ground, with the right leg extended and the arms reaching towards the center.

As the ball is received, the holder puts it down directly in the center of a marker with the laces back and the right index finger on top. The ball should be propped straight up with the left hand ready to spin it in case the laces are in front of the kicker.

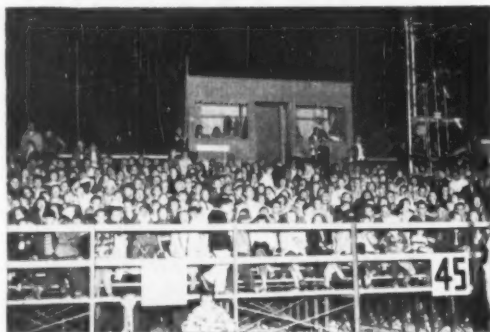
While the position of the laces aren't important in the extra-point try, it is extremely vital in the field goal attempt, since it may change the flight of the ball.

The holder's job is to spot the ball carefully but speedily, making sure it is straight up and neither to the right nor left. After helping put the ball down, the left hand should be shot back behind the body to permit the kicker perfect, unhampered vision from approach to follow through.

Remember, it is the right or far hand that supports the ball. Most coaches teach their holders to support the ball with the left or near

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hand. If you will take the kicker's position and run up to the ball, you will see why this is a mistake. You will quickly note that the left hand cannot be placed on the ball without partially blocking the kickers view of it.

Charlie O'Rourke, the former Boston College great now quarterbacking the Baltimore Colts, made an art out of holding the ball. A quick thinker, he was always aiding the kicker by telling him to move a little bit this way or that way, and always lining up with the kicker and his angle, rather than to his (the holder's) liking.

## Gymnastic Vaulting

(Continued from page 30)

that may be given to the performer include the proper placing of the hands on the apparatus, shifting of the body weight to the right or left, forward or backward; tucking the chin to the chest, keeping the feet together, turning the head right or left, pushing away from the apparatus with the hands, etc.

It must be remembered that most vaults may be executed to both the right and left sides of the body, and should be so practiced during the class period. This adds difficulty to the vaulting and is essential to good all-around physical training.

After the instructions have been presented, it is wise to select one boy as a leader and let the class follow him in the old-fashioned game of follow-the-leader. The challenge is a wholesome stimulus to activity, and the instructor will be surprised by the initiative shown by the leaders and the courage exhibited by the followers. The activity then becomes pure recreation.

A class should progress from the easy vaults to the more difficult ones, and a short warm-up period should precede the actual vaulting. It is also desirable to use the hand lungers as a safety precaution the first few times certain of the exercises are attempted.

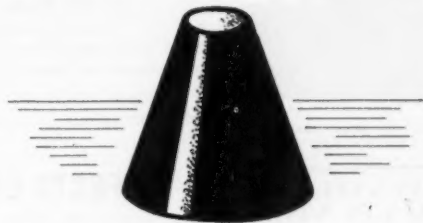
All minor sprains should be checked by the instructor, who should use his good judgment in recommending further attention. If the instructor is in doubt as to the nature of the injury, he should insist on a medical check-up, and should follow up by checking with the doctor. It is also the instructor's duty to see that all scratches and mat burns receive prompt attention.

For best results, each squad should be restricted to not more than 15 boys. This isn't always feasible, however, and the instructor

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1. Check the apparatus to determine its safety. It must be solidly

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A general summary of Mr. Jordon's conclusions reveals:

1. The length of time a person has owned a TV set directly influences his and his family's attendance at sports events.

2. When he first buys a set, attendance goes down temporarily. Later—after one season in most sports—attendance returns to normal.

3. After one or two years of ownership, the TV owner's attendance rate is higher than that of non-owners. It is difficult to determine how much of this increase can be attributed to the greater interest in sports stimulated by TV. Sports fans were among the first to buy TV sets, so we could expect this group to have a somewhat higher rate of attendance.

4. TV owners take other members of their family out to games more frequently than non-owners.

A limited number of copies of this survey (*The Long-Range Effect of Television and Other Factors on Sports Attendance*) are available at \$1 each from the Radio-Television Mfg. Assn., 1317 F Street, N.W., Washington 4, D.C.

planted on the floor, and tight wherever adjustments are made.

2. See that the mats cover the exposed parts of the apparatus.

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4. Place the mat edges neatly together; do not have overlapping or cracks between mats.

5. Place the apparatus in an open space; allow room for the approach run and have no obstructions near the landing space.

6. Always provide spotters.

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Don't bake, operate, tape, cast or hype for torn cartilages, chips or other fancy names for football's most crippling injury. The M&M KNEE KORRECTOR... a 3 ounce comfort device immediately relieves and completely corrects as proved by thousands of users and hundreds of doctors from coast to coast. Price \$4.00. Money back if not satisfied. Send knee size over postcard. Or write for proof that M&M can save your stars.

M&M PRODUCTS, Box 585, Providence, R. I.



Two streamlined, custom-type Mausers  
—bolt action tubular and clip repeaters.

Model 46M—22 cal. 22-shot  
tubular repeater.

**\$2795** West of Rockies  
**\$28.60**

Model 42M—22 cal. 7-shot  
clip repeater. (Illustrated)

**\$2295** West of Rockies  
**\$23.65**

For a view of top values, have a look at these beautiful, quality-made rifles. Your dealer has them or can get them for you.

(No sales at factory)

Yes, loaded with features  
and conveniences  
for better shooting  
Scope Extra, \$9.35

**FREE...**

Catalog of these and  
other Mossberg "top values"

**Mossberg**  
G. SOBEL, INC.

8709 St. John Street, New Haven 5, Conn.

A sound picture and five booklets produced by General Electric for community and industrial administrators

## Outdoor Recreation Program Aids

**A** NEW visual program dramatizing the urgent need for year-round, day-and-night recreation for people of all ages has been announced by the General Electric Company.

Latest in the company's More Power to America series, the "Outdoor Recreation Program" consists of a sound motion picture, *A Chance to Play*, and quantities of booklets designed to aid community and industrial leaders in planning for better recreation.

The 20-minute, black-and-white film was produced for General Electric by The March of Time, under the technical supervision of the National Recreation Association.

The more Power to America kit may be purchased at a reproduction cost of \$37 by industrial and civic organizations who wish to conduct an intensive campaign for better recreation. However, the film, *A Chance to Play*, will be made available on a one-time loan basis through the nearest General Electric sales office.

*A Chance to Play* documents the benefits of more play time and better recreation facilities. It points out that in the majority of our communities, recreational facilities are woefully lacking and thousands of youngsters are forced to seek amusement in the streets. As a result, in a single year more than 50,000 children were injured in street accidents, 800 of which proved to be fatalities.

### COUNTERACTS DELINQUENCY

The fact that recreation counteracts delinquency and crime is shown in the manual, *Recreation is Everyone's Business*, which is part of the MPA recreational kit. It states that in Anaheim, Calif., delinquency dropped 70 percent within two years after the opening of supervised public playgrounds.

The MPA Outdoor Recreation Program is not directed to the teen-age recreational problem alone. It explains that better than 11 percent of our population is over 60 years of age. Thus, progressive community planners are becoming increasingly aware of the special recreational needs of the aging.

But critical as the recreation problem is for all other segments of the U. S. population, the film and manuals point out, it is even more serious for the nation's 58 million working men and women who cannot take advantage of the facilities which most recreation centers offer during daylight hours.

The film, in dramatic documentary fashion, explains that after nightfall, the community recreational problem becomes more acute due to the fact that most courts and playing fields are closed as night approaches. Thus, recognizing the urgent need for adequate day and night recreational facilities, civic leaders are shown in the film working toward a solution to their community problem.

The final scenes of *A Chance to Play* summarizes that it is up to our civic leaders to take the action necessary for sweeping improvement on the recreational front. The problem of recreation in America must be solved, the film states, not by single group alone, but through the active participation of every citizen in the land, for recreation is everybody's business.

Four other components which make up the MPA Outdoor Recreation Program are:

*Recreation Is Everybody's Business*, an authoritative manual prepared in cooperation with the N.R.A., designed to assist community leaders in planning a campaign for better community recreation. Also included is a bibliography of helpful literature.

*Industrial Recreation Is Good Business*, a 12-page booklet directed to industrial leaders, prepared with the cooperation of the N.R.A., points out the distinct advantages of recreation in modern industry.

*The Manual of Floodlighting Plans*, a compilation of 63 plans for floodlighting every type of outdoor sport, prepared by General Electric's Illuminating Laboratory, based on NEMA Authorized Engineering Information.

*Audience Handouts*, prepared for distribution to community audiences, provide a means of evaluating the worth of a specific community's recreation program, and points out how the individual can act to promote recreation in his community.

FOR SPECIAL OFFER . . . SEE COUPON

for the best in program covers . . .

FREE  
SAMPLES  
IN FULL  
COLORS  
WILL BE  
SENT  
ON  
REQUEST...  
SEE  
COUPON

Many of our new cover designs for 1950 have been painted by famous magazine cover artist Thornton Utz. Your program needs the extra attraction of one of these full-color covers. Fans will buy more copies and your local advertisers will be easier to sell.



Printers of Athletic Programs

THE Program House, INC.

TO: THE PROGRAM HOUSE, INC.  
76 NINTH AVENUE, NEW YORK 11, N. Y.

Gentlemen: Please send free full-color samples of:

☐ football program covers ☐ basketball program covers

Name & Title

School

City

State



EARLY BIRDS!

If you mark your order—"SCHOLASTIC COACH"—and your order is postmarked on or before September 21, 1950, a special bonus of 10% extra programs will be allowed.

A  GREAT DECISION IN BASKETBALL . . .

A decade ago, a basketball rule change *speeded up* the game to the fast, exciting pace of today. Eliminating the center tap after each field goal heightened spectator interest—*tripled* scoring. Whereas previously, a final score of thirty points was average . . . today, scores climb over a hundred.

PRESENTED BY  
A GREAT NAME  
IN FABRICS

Kahnfast fabrics are high scorers, too. These quality fabrics are favored by coaches, who decide on team uniforms when they see this famous red label. Coaches know good material can always be counted on for outstanding performance.



**ARTHUR KAHN CO., INC.** 444 Fourth Avenue New York 16, N. Y.

## "Here Below"

(Continued from page 5)

dropped in to see us the other week, we decided to test our theory on him. With his background, he seemed the ideal guy to settle the question.

Ethan turned out to be a terrible no-man. "You're wrong," he said. "You can't underestimate the importance of aggressiveness in baseball. It's the aggressive ball player who gives you the edge—who usually comes up with the game-saving play, even if it's just a matter of going into second hard to break up a double play.

"As a coach, I'll always take the kid with the will to win over the more talented kid without it. For the former will always be trying to improve himself, he'll always keep putting out for you, and he'll keep the team alive when you're behind."

After striking us out for another ten minutes, Ethan finally relented and let us get in a word. "How's the wife and kids?" we asked.

It took us a little time to get around to it, but anyway . . . we wish all you men had a good summer, that you knocked at least ten strokes off your golf game, and that your football team this fall will add a couple of years to your life.

JACKET FOR CHAMPIONS  
CHAMPION OF JACKETS



**BUTWIN**

YOU WIN WITH BUTWIN!

Athletic and Warmup Jackets, Award Jackets, Travel Coats and Surcoats, Warmup Suits . . . Officials' Jackets, Sideline-Warmup Parkas, and Honor Blankets . . . choice of leading athletic teams year after year—college, pro, and amateur leagues.

For 1950! Sensational styling innovations—Dubl-Zip zippers—Estron, WOOL-N-Nylo and other NEW fabrics, exclusive with BUTWIN!


Distributed by leading sporting goods dealers from coast to coast!

Write today for name of dealer nearest you

**BUTWIN SPORTSWEAR CO.**  
FINCH BUILDING, ST. PAUL 1, MINN.

KNEEBRACER

NEW




PAT. NO. 2311483

**SMITH & WAITE**  
P. O. BOX 7205  
PITTSBURGH 13, PA.

ANKYLBRAKER

THE WITH ANKLE WRAP HEEL LOCK



PATENT APPLIED FOR

## LAWRENCE B. ICELY

THE sporting goods industry lost one of its most imaginative, aggressive, and inspirational leaders when Lawrence P. Icelly, president of the Wilson Sporting Goods Co. since 1918, died in Chicago on August 8 at the age of 65.

Far-seeing and resourceful, Mr. Icelly built up the Wilson Company from a small firm into the world's largest sports equipment house operating 15 major factories and 29 sales branches.

Mr. Icelly, however, did not confine his activities to Wilson. He was a driving factor in industry affairs and helped organize the Athletic Goods Mfg. Assn., The Athletic Institute, and other groups. His counsel and leadership was constantly in demand, and generously proffered to all seeking it.

Surviving Mr. Icelly are his widow and daughter. Succeeding Mr. Icelly to the presidency of Wilson is Mr. Fred J. Bowman, vice-president for the last 16 years and a member of the board of directors.



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# MASTER COUPON

To obtain free literature and sample goods, carefully check items desired and mail coupon directly to Scholastic Coach Advertising Dept., 7 E. 12th St., New York 3, N. Y. Numbers in parentheses denote pages on which the advertisements may be found. Please check the items personally, and to be sure of getting the type of service or information you desire, refer back to the advertisement before checking the listing.

### AIRE-FIT PAD & BRACE (79)

- ☐ Information on Knee and Ankle Braces

### ALLIED CHEER LEADER & BOWLING UNIFORM (80)

- ☐ Colorful Catalog

### AMERICAN HAIR & FELT (71)

- ☐ Information on Genuine Oxite Gym Mat Felt

### AMERICAN WIRE (80)

- ☐ Folder on Locker Baskets and Uniform Hanger

### ASSOCIATION FILMS (64)

- ☐ Catalog of Sports Films

### ATLAS ATHLETIC EQUIP. (71)

- ☐ Catalog for Baseball, Football, Boxing, Gym and Field Equipment

### BEACON FALLS (53)

- ☐ Catalog of Basketball Shoes

### BECTON, DICKINSON (45)

- ☐ Ace Manual for Prevention and Treatment of Athletic Injuries

### BELL MAT (80)

- ☐ Information on Reconditioning of Football Dummies

### BIKE WEB (25)

- ☐ Coaches and Trainers Handbook

### BRAM CHEMICAL (80)

- ☐ Information on Floor Seals

### BROOKS SHOE (35)

- ☐ Coaches Catalog of Football Shoes

### BUTWIN SPORTSWEAR (86)

- ☐ Information on Sports Jackets, Sideline Parkas, Warm-Up Suits

### CEDAR KRAFT (80)

- ☐ Information on Electric Scoreboards and Football Down Indicator

### CHAMPION KNITWEAR (28, 34)

- ☐ Catalog on Football Game and Practice Jerseys, Socks, T Shirts, Sweat Suits, Parkas

### CONSOLIDATED LABS. (73)

- ☐ Brochure on How to Keep Floors Safe and New

### CONVERSE RUBBER (43)

- ☐ Catalog on Basketball Footwear  
☐ Basketball Yearbook

### COURTLEY, LTD. (51)

- ☐ Information on Antiseptic Body Powder

### CROUSE-HINDS (19)

- ☐ Sports Lighting Bulletin for Football, Baseball, Softball, Minor Sports

### DAYTON RACQUET (83)

- ☐ Booklet on Court Layouts for Badminton or Tennis

### DUCOMMUN, M. (60)

- ☐ Catalog of Stopwatches

### E-Z WALK (83)

- ☐ Information on Foot Reliefs

### EAGLE REGALIA (80)

- ☐ Catalog of Trophies, Medals, Emblems

### GENERAL FOODS (61-62)

- ☐ 20 Samples of Postum  
☐ Football Weight Chart

### GENERAL SPORTCRAFT (2)

- ☐ Rules Booklets for Badminton, Deck Tennis, Shuffleboard, Table Tennis, Bat Tennis

### H. & R. MFG. (84)

- ☐ Booklet on Baseball, Football, and Track Dry Line Markers

### HAND KNIT HOSIERY (18)

- ☐ Information on Wigwam Athletic Socks

### HARTER, HOUSE OF (83)

- ☐ Information on Football Shoe Cleats

### HILLYARD SALES (74)

- ☐ New 1950-51 Activist Calendar and Lining Chart  
☐ Maintenance Manual

### HODGMAN RUBBER (66)

- ☐ Catalog and Swatches of Hooded Parka Capes and Sideline Parkas

### HOOD RUBBER (59)

- ☐ Booklet, "Basketball Hints" by Ozzie Cowles  
How many \_\_\_\_\_

### HORN BROS. (29)

- ☐ Booklet, "Modern School Plans"  
☐ Details on the "3 in 1 Horn Gym Plan"

### HUNTINGTON LABS. (23)

- ☐ Basketball Coaches Digest

### HUSSEY MFG. (69)

- ☐ Catalog on Steel Portable Bleachers  
☐ Water Sports Equipment Catalog

### JOHNSON & JOHNSON (39)

- ☐ Information on V-Front Supporters

### KAHN, ARTHUR (86)

- ☐ Addresses of Nearest Uniform Makers

### KANDEL KNITTING (80, 84)

- ☐ Information on Award and Class Sweaters

### KERRIGAN IRON (77)

- ☐ Details on Factory-Built, Low-Cost Grandstands

### LAYBURN CO. (84)

- ☐ Information on Gym and Playground Apparatus

### LEAVITT CORP. (82)

- ☐ Information on Bleachers and Grandstands

### LINEN THREAD

- (Inside Front Cover)  
☐ Full Information on Gold Medal Nets for All Sports

### MCCARTHUR & SONS (81)

- ☐ School Towel Plan

SEE PAGE 88 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

# MASTER COUPON

(See page 87 for other listings)  
(Numbers in parentheses denote page  
on which advertisement may be found)

## McKESSON & ROBBINS (49)

- ☐ Free Jar of Surin for Relief of Superficial Aches, Pains, and Local Congestion

## M & M PRODUCTS (84)

- ☐ Information on Knee Korректор

## MAMAUX & SON (84)

- ☐ Information on Canvas Enclosures, Wrestling Mats, Ring Covers, Stage Curtains and Draperies

## MARBA, INC. (24)

- ☐ Information on Athletic Equipment Reconditioning

## MASTER LOCK (70)

- ☐ Information on Key-Controlled Padlocks

## MEACHAM, E. O. (80)

- ☐ Information on Leather Basketball Nets

## FRED MEDART (33)

- ☐ Book, "Physical Training, Practical Suggestions for the Instructor"
- ☐ Catalog on Telescopic Gym Seats, Steel Lockers
- ☐ Information, Acromat-Trampolin
- ☐ Catalog on Basketball Backstops, Scoreboards

## MISHAWAKA RUBBER (47)

- ☐ Scout and Record Book for Coaches

## MOHAWK VALLEY SPORTS (52)

- ☐ Information on Basketball Blinders

## MOSEBY, C. V. (69)

- ☐ Catalog of Sports Books

## MOSSBERG & SONS (84)

- ☐ Catalog of Rifles

## NADEN & SONS (57)

- ☐ Electric Scoreboards and Timers
- ☐ Baseball Catalog
- ☐ Basketball Catalog
- ☐ Football Catalog

## NATIONAL SPORTS (78)

- ☐ Catalogs: Bases, Mats, Rings, Training Bags, Wall Pads, Pad Covers
- ☐ Illustrated School Price Schedule on Football Equipment

## NEVCO SCOREBOARD (77)

- ☐ Information on Ultra Modern Basketball Scoreboard

## NISSSEN TRAMPOLINE (56)

- ☐ Booklet, "Tips on Trampolining"

## NORWICH PHARMACAL (4)

- ☐ Information on and Test Supply of NP-27 Athlete's Foot Remedy

## NURRE COS. (55)

- ☐ Bulletin on All Plate Glass Banks

## NUTTING, CHARLES W. (84)

- ☐ Folder on Stencil Cutting, Brushes, Marking Devices, Waterproof Inks

## O-C MFG. (75)

- ☐ Information on V-Front Apex Supporters

## OCEAN POOL SUPPLY (78)

- ☐ Catalog on Racing Trunks, Sweat Suits, Terry Robes, Accessories

## OREGON WORSTED (80)

- ☐ Information on Flying Fleece Recreation Balls and Light Medicine Ball

## PENNSYLVANIA RUBBER (37)

- ☐ Information on Custom-Made Basketball

## POWERS MFG. (75)

- ☐ Fall and Winter Athletic Wear Catalogs

## PROFESSIONAL APPLIANCE (82)

- ☐ Information on Pro Belt Sacro-iliac Support

## PROGRAM HOUSE (85)

- ☐ Full-Color Samples of Football Program Covers
- ☐ Basketball Program Covers

## RAWLINGS MFG. (3)

- ☐ Catalog

## REMINGTON ARMS (67)

- ☐ Instructor's Manual on the Operation of a Rifle Club

## REVERE ELECTRIC (41)

- ☐ Sports Lighting Catalog

## RHENO REPAIR (84)

- ☐ Information and Price List on Inflated Goods Repair

## RIDDELL, JOHN T. (15)

- ☐ Information on Suspension Helmets, Shoes, Balls, Track Supplies

## SAFE-PLAY GOGGLE (84)

- ☐ Information on Non-Shatterable Glasses and Goggles

## SEAMLESS RUBBER

- ☐ (Inside Back Cover)
- ☐ Information on Pro-Cap Athletic Tape
- ☐ Catalog of Basketballs, Footballs, Soccers

## SHADOGRAF MFG. (60)

- ☐ Catalog on New Electric Scoreboards

## SHERAR, ARCHIE P. (72)

- ☐ Information on Football Scorebook

## SKINNER & SONS (31)

- ☐ Information on Skinner Fabrics

## SMITH & WAITE (86)

- ☐ Information on Knee-bracer and Ankylobracer

## SOLIN SPTG. GOODS (80)

- ☐ Catalogs of Athletic Uniforms

## SPALDING & BROS. (1)

- ☐ Catalog
- ☐ Sports Show Book

## STEWART IRON (73)

- ☐ Information on Fences and Metal Specialties

## UNIVERSAL BLEACHER (63)

- ☐ Catalog and Prices on Steel Grandstands

## WATLING & CO. (48)

- ☐ Information on Football Scorekeeper

## WILSON SPTG. GOODS (6)

- ☐ Catalog

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NAME \_\_\_\_\_ POSITION \_\_\_\_\_  
(Principal, coach, athletic director, physical director)

SCHOOL \_\_\_\_\_ ENROLLMENT \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

No coupon honored unless position is stated

September, 1950

# STRANGE AS IT SEEMS

ELSE  
HIX

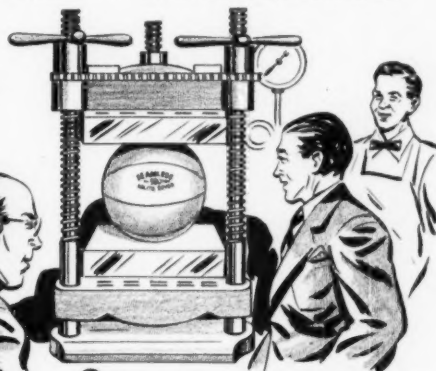


## BALL STANDS UNBELIEVABLE PUNISHMENT!

RECENTLY THE SEAMLESS RUBBER CO. SUBJECTED ONE OF THEIR ATHLETIC BALLS TO THE TOUGHEST TEST IMAGINABLE! THE BALL WAS THEIR NEW 580 BASKETBALL WITH BUTYL BLADDER, KOLITE COVER.

**AMAZING  
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TEST!**

**1. UNDER PLATES OF PRESS, SEAMLESS BASKETBALL IS CRUSHED TO A THICKNESS OF 1 INCH BY 16,890 LBS. PRESSURE--WITHOUT A SIGN OF A RIP, BREAK OR BLOWOUT!**



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## 4 REASONS FOR THIS PROVED SUPERIORITY!

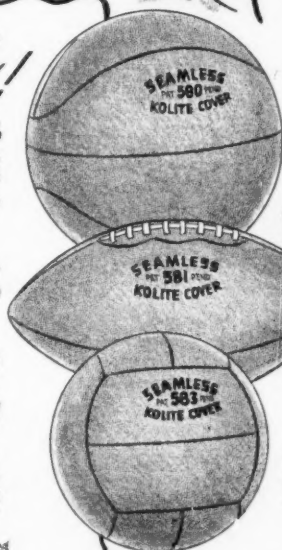
**1. NYLON WINDING** - 500% STRONGER THAN COTTON THREAD. MULTIPLE LAYERS MEAN BALL HAS GREATER LIFE, *WILL NOT TEAR, STANDS TOUGHEST TREATMENT!*

**2. BUTYL BLADDER** - THE AMAZING SYNTHETIC RUBBER THAT PRACTICALLY ELIMINATES NEED FOR REINFLATION!

**3. KANTLEEK VALVE** - PATENTED, ALL-RUBBER KANTLEEK VALVE IS MOLDED INTO BLADDER--CANNOT SEPARATE--AIR CANNOT ESCAPE!

**4. KOLITE COVER** - TOUGHER THAN ORDINARY RUBBER. 100% WATERPROOF--SCUFF-PROOF. LOOKS AND FEELS LIKE FINE LEATHER, YET MORE DURABLE.

*\* Patent Pending*

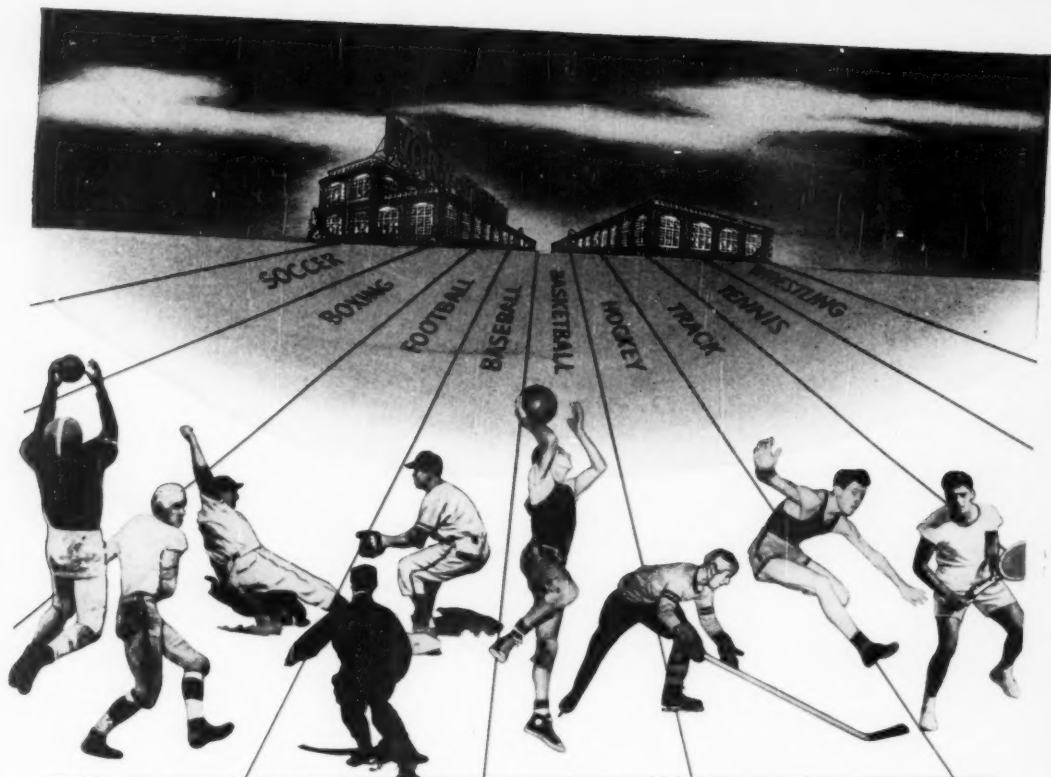


**SEAMLESS  
Athletic  
Balls**

FOR THE BEST IN BASKETBALLS, FOOTBALLS AND SOCCER BALLS--LONG LIFE AND TRUE ECONOMY--SPECIFY SEAMLESS. TOP QUALITY, PRICED RIGHT.

ATHLETIC GOODS DIVISION  
**THE SEAMLESS RUBBER COMPANY**  
NEW HAVEN 3, CONN., U.S.A.





## ALL ROADS LEAD TO THE IVORY SYSTEM!

We should have changed the above heading to say..."All Roads Lead Away from the Ivory System". Day by day now, huge trailer trucks back up to our storage buildings and start moving out

reconditioned football equipment which will be back in time for the opening of the season.

Once again... the Ivory System has, as usual, delivered the goods on time.

*The Ivory System is in a Class by Itself!*



PEABODY, MASSACHUSETTS

# Ivory System

RECONDITIONERS OF  
ATHLETIC EQUIPMENT